

THE DEVELOPMENT OF A SURVEY INSTRUMENT TO ASSESS
THE COUNSELING NEEDS OF INTERMEDIATE
ELEMENTARY SCHOOL STUDENTS

By

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By

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This study involved the development and field testing of the Intermediate Elementary School Counseling Needs Survey (IESCNS). Its purpose was to determine the extent to which the counseling needs of intermediate elementary school students could be measured reliably and validly.

The 46-item IESCNS assesses children's counseling needs. It is based on the competency areas in the National Standards for School Counseling Programs: academic, career, and personal/social development.

The IESCNS was field-tested with 970 third, fourth, and fifth grade students from across the United States. The sample was determined to be adequately representative of that population based on region where the subject lived, grade, gender, race, and school lunch pay status.

An internal consistency of .93 (Cronbach's Alpha) was found for the results from the 970 surveys. The IESCNS was readministered to 40 subjects, at a two-week interval, to establish test-retest reliability. The Piers-Harris Children's Self-Concept Scale (PHSCS) was administered to 75 subjects concurrently with administration of the IESCNS to establish correlations between items and their PHSCS subscale scores. A factor analysis revealed that the IESCNS is unidimensional and measures a single factor identified as "counseling need."

Few differences on the bases of respondent demographic characteristics were found. Based on the results of these analyses, it was concluded that the IESCNS is a psychometrically sound way to assess the counseling needs of children in the upper grades of elementary schools.

Although differentiation of various types of counseling needs is common in the professional literature, the results of this study do not support such differentiation for other than discussion purposes. Rather, the results of this study suggest that level of counseling need transcends life arenas and is holistic in nature.

CHAPTER 1 INTRODUCTION

Implementing a program that is void of clear goals and objectives is like piloting a plane without a flight plan. The plane is airborne, all instruments are working, but the pilot has no idea where the plane is heading or why it is going in a given direction. School counselors who "take off" without clear direction tend to implement services that haphazardly "hit and miss" the real issues and needs of students, parents, and teachers. (Schmidt, 1999, p.40)

As the turn of the century approaches, the population of the United States is affected by many societal changes. For example, values in the home, community, school, and family are changed by advanced technologies. Also, more and more families are at or below the poverty level (Myrick, 1997). Indicators of these changes, such as dramatic increases in substance abuse, suicide, child abuse, teen pregnancy, truancy, school dropout, and random acts of violence, are documented throughout the literature (e. g., Baker, 1996; Myrick, 1997; Schmidt, 1999; Wittmer, 2000). The following statistics illustrate the expansive nature of the problems in contemporary American society:

- Arrests of 13- and 14-year-olds for rape nearly doubled during the past decade.
- Almost 6 of 10 high school students say they have used illegal drugs, not counting alcohol.
- Rising levels of hate-inspired youth violence promoted the organization Research for Better Schools to publish a handbook on dealing with hate crime in schools. (The Center for 4th and 5th R's, 1999)
- Between 5,000 and 6,000 adolescents take their lives each year and another 500,000 teens make unsuccessful attempts.

- There has been an 1000 % increase in depression among children since the 1960s.
- Daily, approximately 3000 children witness the divorce of their parents.
- Approximately every 50 seconds a child is abused or neglected, every 10 seconds a child drops out of school, and every 30 seconds or so a child runs away from home. (Cloud, 1999)

Considering this tremendous societal change, it is a stressful world for most of America's population, but especially for its children. While some children are learning to cope, others are overwhelmed and become depressed or unmotivated. Some even drop out of school (Myrick, 1997). The influx of increased stress on children and the resulting problems have led to great challenges for today's educators, and especially for today's elementary school counselors. Accordingly, more and more teachers and school administrators are calling on their school's counselors to assist with all students, not just those in crisis. These teachers and administrators realize that children who bring problems to school that interfere with learning need the special, competent assistance of professionally trained school counselors (Wittmer, 2000).

Historically, the professional assistance provided by school counselors was focused narrowly on the remedial needs of a few students. For example, in 1962, Gilbert Wrenn chided secondary school counselors for their narrow focus, and recommended that the newly evolving population of elementary school counselors learn from the mistaken decisions of secondary school counselors to build only crisis-oriented programs. He strongly urged that school counselors respond to the developmental needs of the total range of students in their programs (Wrenn, 1962).

Many experts credit Wrenn for the fact that elementary school counselors across the country began implementing developmentally-oriented school guidance programs,

i.e., ones that included primary prevention activities to meet the anticipated developmental needs of students prior to problems occurring. For example, elementary school counselors, anticipating that their students would eventually encounter circumstances that would challenge their values and attitudes, attempted to prepare students for these challenges by offering programs to help children explore and understand their feelings and have greater confidence in their ability to understand others (Baker, 1996). These activities were designed to respond to the needs of all children. However, little research has been done to assess accurately the needs those activities were supposed to address. That is the focus of this study.

Need for the Study

The research conducted concerning children's development and programs created for elementary school developmental guidance programs provides much quality information regarding the characteristics and general problems of elementary school students. However, as noted, this research has provided little information about the specific counseling needs of individual students. The professional literature clearly indicates that developmental guidance programs have the potential to enhance the lives of elementary school students. However, it also indicates that there are times when children have difficulties that warrant direct counseling services for their specific concerns (Schmidt, 1999). Schmidt addressed this issue specifically when he wrote, "One danger of programs that adopt a philosophy entirely of developmental guidance is that counselors may neglect or ignore students who need individual attention. Future counseling programs must maintain a balance of services to meet the needs of a wide spectrum of students, including those with serious problems" (Schmidt, 1999, p. 308)

In order for elementary school counselors to address the needs of all elementary school students effectively, advocates of developmental guidance programs suggest that, first and foremost, school counselors must determine the needs of the school population (Baker, 1996; Myrick, 1997; Schmidt, 1999; Snyder, 2000; & Wittmer, 2000). However, there is little evidence that this is being done effectively.

Accurate analysis of the needs of the school population assists elementary school counselors to know how to best focus their counseling efforts. Various means of ascertaining the counseling needs of an elementary school's population are indicated in the research, one of which is using a needs assessment survey with students. Several need assessment instruments developed by school counselors are available in the professional literature. Unfortunately, however, there does not currently exist a needs assessment instrument for elementary school-age children that enjoys any degree of psychometric credibility.

Elementary school counseling programs exist to assist the student populations they serve in the prevention of and finding solutions for the problems which impede academic success. Therefore, some mechanism (i.e., a needs assessment) must be employed to determine what problems need to be prevented and/or solved. A simple definition of a counseling needs assessment is that it is a method of gathering data from a counseling program's service recipients in regard to the types of counseling services desired from the program's provider(s). Effective assessment of service recipients' counseling needs is crucial to the development, implementation, and evaluation of an effective counseling service program (Hadley & Mitchell, 1994).

The reasoning underlying this criticality is quite simple. A counseling needs assessment is usually conducted early in program development to determine factors such as the program's goals and objectives, needed resources, and bases for evaluation. Subsequently, needs assessment may be used in a formative evaluation context to determine whether the program's functioning is still appropriate for the service recipients' needs (Hadley & Mitchell, 1994). Thus, a needs assessment is indeed an important and significant component in any effective counseling program.

The professional activities provided and functions fulfilled by elementary school counselors should be implemented within a goal-oriented, well-planned, and logically sequenced context (American School Counseling Association [ASCA], 1997; Baker, 1996; Gysbers & Henderson, 1994; Paisley & Hubbard, 1994; Myrick, 1997; Schmidt, 1999; Wittmer, 2000). That is, elementary school counselors are supposed to implement a school counseling *program*. In 1997, the American School Counseling Association (ASCA) set the structure of an effective school counseling program by creating a framework that identified the components of national standards for school counseling programs. The goal was to establish school counseling as an integral component of the academic mission of the educational system and to ensure that school counseling programs were *comprehensive* in design and delivered in a systematic fashion to *all* students (Dahir, 2001).

The *National Standards for School Counseling Programs* were developed and designed based on three distinct but integrated components: (a) analysis of membership survey data, (b) review of the school counseling research and literature for inclusion and reference in the standards design and development, and (c) development of a draft

document and a series of field reviews by the ASCA members. It was determined through the development process that the primary goal of the school counseling program is to promote and enhance student learning. Thus, the focus of the *National Standards for School Counseling Programs* is on three broad and interrelated areas of student development: (a) academic, (b) career, and (c) personal/social. Each of the three areas of student development include a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes, and skills that form the foundation for the developmental school counseling program (ASCA, 1997).

Identifying national standards for school counseling programs in the areas of academic, career and personal/social development assists elementary school counselors to organize the needs of their students and to develop goals and objectives for a comprehensive school counseling program. However, developing national standards does not eliminate the need for an assessment of the needs of the students in the various elementary schools because their needs vary from school to school and community to community. Moreover, the variability of counseling needs among individual school populations is vast and tends to vary on the basis of factors such as the size of the school, socioeconomic status of the community, cultural diversity, concentration of learning problems found in the school, educational backgrounds of parents, community attitudes toward the school and education, and leadership of the school and district (Baker, 1996).

The need for elementary school counselors to engage in needs assessment as part of effective school counseling program implementation is addressed, or at least alluded to, by major authorities in school counseling (e.g., Baker, 1996; Gysbers & Henderson, 1994; Paisley & Hubbard, 1994; Myrick, 1997; Schmidt, 1999; Wittmer, 2000). Further,

prominent and pertinent statements of elementary school counselor roles and functions indicate that they should be adept at using a needs assessment as part of fulfilling their various professional responsibilities effectively (e.g., ASCA, 1997). And finally, major (school) counselor preparation standards support this position by requiring that students in school counselor preparation programs be educated in and develop skills for conducting a needs assessment (Council for the Accreditation of Counseling and Related Educational Programs [CACREP], 1994). Thus, there is ample support for the contention that an effective needs assessment should be an integral component of an effective elementary school counseling program.

Unfortunately, even in light of widespread recognition of the importance of conducting a needs assessment in elementary school counseling programs, there exists little evidence that elementary school counselors are conducting need assessments and even less evidence that the needs assessments devices they are using are valid. Why this situation exists in view of the many professional recommendations for use of a need assessment remains unexplained. However, it is likely that the situation exists at least in part because there is not a well-developed needs assessment instrument available to fulfill this function. All too often, only lip service is given to the need assessment process.

For example, in discussing needs surveys, Wittmer (2000) wrote,

Experts differ on which should occur first — the appointment of the [school counseling] advisory committee or a needs survey of the school's publics. However, I suggest the selection of the advisory committee first. Then, the committee, coordinated by the school counselor, writes the philosophy statement and develops and administers specific needs surveys to the entire student population. *Surveys can be developed quite easily. Simply ask questions or give checklists that you believe will help you obtain the most accurate and viable data.* [emphasis added] (p. 13)

While it is obvious that these statements are intended to encourage school counselors to in fact conduct a needs assessment, they belie the difficulties in conducting a valid and effective needs assessment. Indeed, a search of the professional literature reveals only a few needs assessment instruments for use in school counseling, in general (e.g., *Guidance Program Needs Assessment*, VanZandt & Hayslip, 2001), and even fewer for use in elementary school counseling (e.g., Kelly & Ferguson, 1984), and none that have been subjected to any high degree of psychometric scrutiny. It is tempting to suggest that there are several good needs assessments in the professional literature simply because they are easy to develop and use. However, a dose of reality suggests that if they are so easy to develop, surely some school counselor and/or counselor educator would have developed one and published it as soon as possible!

Needed then is a counseling needs assessment instrument for use in elementary school counseling programs that has good psychometric quality and potential for widespread use. A needs assessment instrument of this type would be extremely helpful to elementary school counselors, especially during a time in which the demands on the elementary school counselor have increased. This study originated as a consequence of the lack of available, empirically-based, elementary student needs assessment instruments. The research seeks to develop a valid needs assessment instrument that reflects a broad-based, national sample and fulfills applicable standards for psychometric quality. Such a needs assessment instrument should provide elementary school counselors the means to obtain the information necessary to develop goals and objectives for an effective, comprehensive, full-service elementary school counseling program.

Purpose of the Study

The achievement of effective counseling needs assessment requires the use of a valid and appropriate measurement tool. For school counselors to recognize and work with the problems of students, it is imperative to create and use items and response choices that will in fact identify those students needing help. Therefore, the purpose of this study is to develop a high-quality needs assessment instrument for use in grades three through five in elementary schools. Such an instrument would be extremely valuable to the school counseling profession. For example, it would allow conduct of a counseling needs assessment with confidence in the results and for determining differentiation among settings and circumstances. Such a needs assessment tool also would be useful for school counselor preparation. That is, if school counselors are to be trained effectively to conduct needs assessments for students, that training would be both simplified and enhanced if they were exposed to effective needs assessment instruments. Thus, the development and testing of the instrument described above have potential benefit for all facets of the school counseling profession.

The primary purpose of this study is to develop the initial form of the Intermediate Elementary Students Counseling Needs Survey (IESCNS), a school counseling needs assessment instrument suitable for use with elementary school-age children in grades three through five. The IESCNS will be field tested to establish psychometric quality to the greatest extent possible. The field-testing process will determine the extent to which the counseling needs of elementary school-aged children can be measured reliably and validly. A second purpose of this research is to obtain

initial data on the counseling needs of a broad-based sample of third, fourth, and fifth grade elementary school children in the United States.

Research Questions

The following research questions will be addressed in this study: (a) What is the factor structure of the counseling needs of third, fourth, and fifth grade students? (b) What are the most common counseling needs of third, fourth, and fifth grade students in the United States? and (c) What are the primary (initial) psychometric properties of the IESCNS?

Definition of Terms

Several of the following terms have been previously defined; others will be discussed in future chapters. They are repeated here for ease of reference because they are used frequently throughout the remainder of this study.

Counseling is defined as "a relatively short-term interpersonal, theory-based process of helping persons who are basically psychologically healthy resolve developmental and situational problems" (Gladding, 1996, p. 8).

Developmental guidance is defined as an approach which attempts to "...identify certain skills and experiences that students need to have as part of their going to school and being successful. Learning behaviors and tasks are identified and clarified for students. Then, a guidance curriculum is planned which complements the academic curriculum. In addition, life skills are identified and these are emphasized as part of preparing students for adulthood" (Myrick, 1997, p.11).

Intermediate elementary students refers to any elementary school student in regular classrooms in the third, fourth or fifth grade. Students in self-contained, special population classrooms will not be represented in this study.

National Standards for School Counseling Programs, as developed by ASCA, provide a framework for school counselors to develop a counseling service program that will promote and enhance the learning process in the school setting. A school counseling program based on the national standards presumably provides all the necessary elements for students to achieve success in school.

Need is defined as a condition among members of a particular group (e.g., students, teachers or parents) that reflects a true lack of something or a perception that something is lacking in their lives (Collison, 1982).

Needs assessment is a common term referring to activities designed to acquire information about consumer needs. The needs assessment process involves identifying the population to be assessed, determining a method for reaching them, devising a measuring plan, and interpreting the results to those who will make relevant decisions regarding the population assessed (Cook, 1989).

Organization of the Remainder of the Study

Four chapters comprise the remainder of the study. Chapter 2 provides a review of the related literature. The methodology used to develop and field test the needs assessment instrument is discussed in Chapter 3. The results of the study are presented in Chapter 4 and the discussion, conclusions, recommendations, and implications are presented in Chapter 5.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The subject matter involved in assessing counseling needs of elementary school-aged children is a blend of several diverse areas. The literature reviewed in this chapter, in relation to the development of the Intermediate Elementary Students Counseling Needs Survey (IESCNS), is organized into the following areas: (a) theories of needs, (b) developmental characteristics of children, (c) *The National Standards for School Counseling Programs*, (d) needs assessment, and (e) summary.

Theories of Needs

A need is commonly referred to as a condition among individuals, or among members of a particular group, that reflects a lack of something or a perception that a void exists in their lives (Collison, 1982). A need is an internal state that is less than satisfactory. It is a real or perceived necessity for one's well being (Murray, 1938). Something is needed in order for a change in condition to occur, whether this is an achievement of a new condition, maintenance of the same condition, or avoidance of a possible condition. That which is needed is essential for the occurrence of a particular condition or state of being. To be considered a need, something must be lacking and also necessary to fulfill some objective (Collison, 1982).

Many theorists believe that needs function through another process known as a motive. Motives are needs which appear in people's thoughts, and are eventually reflected in their behavior and actions (McClelland, 1984). For example, the need for

food initiates a motivational state called hunger, which is experienced cognitively and affectively. Hunger produces a mental preoccupation with the desire to extinguish the need, leading to behavior that will reduce the hunger and also the need for food.

Although needs and motives can be distinguished from one another in this way, it is difficult to say how a need, such as for achievement, differs from the motive to achieve. For this reason, it is common for researchers to use the terms needs and motives interchangeably (Carver & Scheier, 1992).

Henry Murray (1938) developed a theory of personality that was organized in terms of needs and motives. Murray and his colleagues developed a list of psychological needs categorized into six domains: (a) ambition, (b) inanimate objects, (c) defense of status, (d) human power, (e) affection among people, and (f) exchange of information. Murray believed that everyone has each of these needs as well as dispositional tendencies towards some specific level of each need (Murray, 1938).

In 1954, Abraham Maslow turned from the more traditional motivational approach of need theory to a more humanistic approach of a hierarchy of needs. Maslow proposed that human needs may be grouped in a hierarchy from low-order to high-order needs: (a) physiological, (b) safety, (c) belongingness and love, (d) self-esteem, respect and independence, (e) information, (f) understanding, (g) beauty, and (h) self-actualization. According to Maslow, people must satisfy lower-level needs before the next need on the hierarchy can be assimilated (Maslow, 1968). For example, a person who is hungry or in need of shelter (i. e., physiological or safety need) probably has little ability to focus on getting in touch with his or her feelings or sense of self-worth (Neukrug, 1999)

Also during the 1950s, another humanistic theorist, Carl Rogers, supported Maslow's ideas regarding needs. Rogers believed that everyone has a need to be loved, and implied that an individual given a nurturing environment that includes empathy, congruence, and positive regard would develop according to Maslow's hierarchy. According to Rogers, individuals who do not become self-actualized are reacting to an unhealthy environment wherein their needs, especially the need to be loved, have not been met (Rogers, 1980).

William Glasser also noted the importance of the human need to experience love and worth in the process of fulfillment in his counseling theory known as *Reality Therapy*. According to Glasser, human behavior was once controlled by physical needs such as the needs for food, water, and shelter. In modern times, Glasser believes that human behavior is controlled by psychological or "new brain" needs, such as the need for belonging, power, freedom, and fun. Associated with these psychological needs is the need for identity, which is a psychological healthy sense of self established by being accepted as a person of worth by others. Important to this process is experiencing the love and feelings of worth necessary to achieving a success identity. Those whose needs are not met establish a failure identity that is accompanied by a lack of self-confidence and a tendency to give up easily (Glasser, 1980). The need theories discussed above are summarized in Figure 1.

Developmental Characteristics of Children

The development of a child occurs at many levels and is directly related to the needs characterized in childhood and adolescence. Development refers to change over the life span and comes in various forms and domains, including cognitive, physical,

Name of Theorist & Theory	Summary of Need Theory
Murray Needs & Motives	<ul style="list-style-type: none"> • A theory of personality organized in terms of needs and motives • A list of psychological needs were categorized into six domains: (a) ambition, (b) inanimate objects, (c) defense of status, (d) human power, (e) affection between people, and (f) exchange of information
Maslow Hierarchy of Needs	<ul style="list-style-type: none"> • A humanistic need theory where lower needs must be satisfied before movement can be made to the next level of need • Hierarchy of Needs from lowest to highest: (a) physiological, (b) safety, (c) belongingness, (d) self-esteem, (e) respect and independence, (f) information, (g) understanding, (h) beauty, and (i) self-actualization
Rogers Self-actualization	<ul style="list-style-type: none"> • A humanistic need theory where the dominate need is to be loved • People must have an environment that includes, empathy, congruence, and Positive regard in order to become self-actualized
Glasser Reality Theory	<ul style="list-style-type: none"> • A humanistic theory where people need to experience love and feelings of worth • Belonging, power, freedom, fun, and identify as a worthy person are the areas of needs proposed

Figure 1. Need Theories

interpersonal, psychosocial, moral, spiritual, and vocational (DiLeo, 1977). Many models of human development that encompass the developmental characteristics of children have been postulated over the years, but increased attention was given to the developmental needs of children during the 1960s. Although various models differ tremendously in how they characterize developmental theory, each tends to share common components. For example, most models postulate that development is continuous and orderly, implies change, is by its nature painful and growth-producing, can be applied with many differing counseling approaches, and is preventive, optimistic, and wellness-oriented (Neukrug, 1999). In addition, most developmental theorists agree that following birth and before death, human development is hierarchical. That is,

achievement of developmental tasks at one stage of life influences success with tasks in later stages (Myrick, 1997).

As noted, numerous theories of human development have been proposed. However, only a few of the more representative ones that address childhood development are discussed in this chapter. These include Piaget's theory of cognitive development (1954), Kohlberg's theory of moral development (1969), Erikson's theory of psychosocial development (1963), Havighurst's theory of psychosocial development (1972), Fowler's theory of faith development (1981), and Super's theory of career development (1957).

Cognitive Development

When Jean Piaget began exploring the characteristics of cognitive development of children, he asked the question, "How does a child come to understand the world?" (Flavell, 1963). Piaget found that children learn through assimilation, i.e., using existing ways of understanding the world to make sense of new knowledge, and accommodation, i.e., changing previous ways of knowing to make sense of new knowledge. According to Piaget, children pass through four predictable stages of development, each of which is characterized by a particular way of thinking and understanding the world (Piaget, 1954).

The first stage of Piaget's cognitive development theory is called the *sensorimotor stage*, ages birth through two. In this stage, the child has not yet procured the use of language and is unable to maintain mental images; therefore, he or she reacts only to sensory inputs and physical "here-and-now" experiences. The *preoperational stage*, ages two through seven, is marked by the ability to use language, sustain mental images, and manipulate the meaning of objects. A child in this stage responds intuitively to what seems immediately obvious, as opposed to what might be logical to an adult. From ages

seven through ten, children enter the *concrete-operations stage* in which they can begin to "figure things out" through a sequence of logical tasks. The fourth and final stage of development is termed *formal operations*; it extends from ages 11 through 16. During this stage, children begin to think more abstractly and apply more complex levels of knowing, such as symbolic meaning, to their understanding of the world (Piaget, 1954).

Moral Development

Like Piaget, Lawrence Kohlberg questioned how children come to comprehend the world. However, he was especially curious about how children came to justify and understand their moral behavior. After twenty years of research with children's responses to moral dilemmas, Kohlberg developed a three-level, six-stage model of moral development. The first level, *preconventional*, is divided into two stages characterized by the notion that children make moral decisions based on punishments and rewards. Children at this level of development, roughly ages two through seven, make decisions to avoid punishment from authority figures in stage one and to satisfy their own needs in stage two. Throughout the *conventional* level, older children and adolescents will make moral decisions based on group norms in stage three and a system of laws and rules in stage four. People in the final level of Kohlberg's moral development, *postconventional*, base their decisions on what is best for the majority or what is universally true. Kohlberg felt that most individuals never reach the final level and that it is particularly dependent upon the individual's cognitive development (Kohlberg, 1969).

Psychosocial Development

In 1963, Erik Erikson conceptualized a theory of development unlike that of either Piaget and Kohlberg. His psychosocial theory of human development extends beyond childhood and adolescence, presenting instead a developmental theory that encompasses the life span. In his classic book *Childhood and Society*, Erikson expanded the theory of biological growth and development into the psychological realm. Erikson believed that as individuals pass through life, each has age-related developmental life tasks or conflicts to overcome. Adjustments to these conflicts and tasks play an important part in the development of personality. Distinguishing between personal and social needs, Erikson considered crises between the two types of needs a critical element in facilitating psychological growth (Erikson, 1963).

From Erikson's point of view, there were eight stages or crises of human or psychosocial development, five of which are experienced during childhood and adolescence. The first psychosocial stage in Erikson's theory is infancy, roughly the first year of life. The conflict or crisis at this stage is between a sense of *basic trust* vs. *basic mistrust*. At this stage, an infant develops a sense of trust or mistrust based on the ability of his or her parents to nurture and provide a sense of psychological safety. *Autonomy vs. shame and doubt* is the second developmental task, or crisis, experienced by the toddler (one to two years of age). According to Erikson, the crises at this developmental stage concern the effort of the child to develop a sense of control over personal actions or behaviors. Promotion of a child's newfound physical abilities leads to a sense of autonomy rather than a sense of shame and doubt brought about by inhibiting the child (Erikson, 1968).

The third, fourth, and fifth stages of Erikson's theory of psychosocial development involve preschool and school-age children and adolescents. As children continue to grow physically and intellectually, during the preschool years (from about three to five years of age) they increase exploration of their circumstances and take the initiative to actively impose a newly developed sense of will on their environment. Erikson labels this stage of development as *initiative vs. guilt*. During this stage, parents and adult caregivers can either reinforce a child to take initiatives or make the child feel guilty by thwarting such initiatives (Erikson, 1982).

At the end of stage three, the child enters elementary school and gradually moves into stage four of Erikson's model of development, which is known as *industry vs. inferiority*. In this stage, children are beginning to comprehend the world and gain a sense of what they do well, especially in relationship to their school experiences with peers and social roles. To emerge from this stage successfully, children must feel they are mastering the goals they have set for themselves in a fashion that is judged appropriate by peers and adults close to them. Children who do not achieve their goals, and perhaps are led by others (e.g., parents, teachers, and peers) see their performance either as inadequate or morally wrong, and develop a strong sense of inferiority (Erikson, 1982).

Sometime near the end of elementary school or the beginning of middle school, children enter into adolescence and begin to identify their temperament, values, interests, abilities, and specific attributes that define their personality. Erikson appropriately named this stage *identity vs. role confusion*. During this stage, which continues until approximately age 20, there is more need for self-exploration and positive peer

relationships. Humans' level of awareness in this search differs, depending upon personal history, accomplishment in preceding stages, anticipation of the future, and the interpersonal skills that have been learned (Erikson, 1982).

Similar to Erikson, Robert Havighurst (1972) proposed a series of developmental tasks that must be learned and mastered if an individual is to feel satisfied and successful in life. Havighurst based these tasks on biological, psychological, and social factors as opposed to the personal-versus-interpersonal dichotomy presented by Erikson. During infancy and early childhood, Havighurst proposed developmental tasks that begin with basic biological needs, such as learning to eat, talk, and walk, and move toward learning to distinguish between right and wrong. From approximately ages 6 to 11, referred to as *middle childhood* by Havighurst, children must achieve the following tasks:

- Learning physical skills necessary for ordinary games
- Building wholesome attitudes toward oneself and a sense of self-concept
- Learning to get along with age mates—moving from the family circle to groups outside the home
- Learning the skills of tolerance and patience
- Learning appropriate masculine or feminine social roles
- Developing fundamental skills in reading, writing and calculating
- Developing concepts necessary for everyday living
- Developing conscience, morality, and a scale of values
- Achieving personal independence
- Developing attitudes toward social groups and institutions, through experiences and imitation. (cited in Myrick, 1997, p.30)

From approximately ages 12 to 18, adolescents' developmental tasks cluster around changing relationships with peers, parents, and with society as a whole (Havighurst, 1972).

Faith Development

Drawing on the work of developmental theorists such as Erikson, Piaget, and Kohlberg, James Fowler developed a theory of faith development (Neukrug, 1999). According to Fowler, faith is not just a singular examination of one's religious orientation, but also an integration of a person's core values, images of power, and stories that motivate the individual consciously and unconsciously throughout life. Fowler asserted that faith is deeper than one's belief system because it also includes unconscious motivations (Fowler, 1981)

Like other developmental theorists, Fowler identified specific stages of faith development. *Stage 0* (primary faith) is based on Erikson's first psychosocial stage of *trust vs. mistrust*. Fowler asserted that a child who develops trusting relationships with others during infancy will have the foundation for faith development later in life. Based on Piaget's preoperational stage, children in *Stage 1* (intuitive-projective faith) respond positively to stories, feelings, and imagery. Their world is not logical, but rather a symbolic mystery that can be affected greatly by a significant adult's view of faith. In *Stage 2* (mythic-literal faith), the six to eight year old begins to interpret symbols, stories, and beliefs from traditions unidimensionally and literally. Fowler postulated that significant others play a particularly powerful role in developing the child's meaning-making system. As children move into adolescence, *Stage 3* (synthetic-conventional faith), they enter into Piaget's *formal operations stage*, taking on increasingly complex

and abstract views of the world. Ultimately, the individuals in this stage integrate all perspectives from their social sphere into a unique meaning-making system (Fowler, 1981).

Career Development

Another area of human development that has been extensively researched is career development. Early in the 1900s, Frank Parsons suggested that career development was a three-step process involving knowing oneself, knowing job characteristics, and making a match between the two through "true reasoning" (Parsons, 1909). Parsons' idea was later expanded into one of the first developmental approaches to occupational choice by Ginzberg, Ginsberg, Axelrad, and Herma in 1951 (Neukrug, 1999). This team, consisting of an economist, a sociologist, a psychiatrist, and a psychologist, stated that occupational decision-making was not a single decision, but rather a series of decisions made over a period of years. They divided these "decisions" into three developmental phases based on age. The first, from birth to approximately age 11, is called the *Fantasy* stage, during which individuals have "idealistic" and commonly nonsensical conceptualizations of future jobs they would like. The second phase, *Tentative*, lasting approximately ages 11 to 17, involves the individual's exploration of various occupations and tentative occupational choices. During the final phase, *Realistic*, the 17 to 21 year old engages in initial work activities and makes "final" occupation decisions (Ginzberg, Ginsburg, Axelrad, & Herma, 1951).

Donald Super's (1957) work on a theory of career development began shortly after that of Ginzberg, et al. Super drew from a number of existing developmental models to develop his own unique career life span developmental theory. Super's theory

is multifaceted and borrows from many areas of psychology (Vacc & Loesch, 2000). His propositions included that:

- career development is an ongoing, continuous, and orderly process starting in early childhood and ending with death;
- abilities, personality traits, and self concepts of people differ, and individuals are qualified for a number of different types of occupations based on their characteristics;
- occupations tend to be specific toward people with certain kinds of qualities, although there is enough variability in occupations to allow for some differences in the kinds of people that will be drawn to them;
- self-concept is both a function and result of one's career development process and can change as one passes through developmental stages;
- movement from one occupational level to another is influenced by a number of factors including parental socioeconomic level, status needs, values, interests, skill in interpersonal relationships, economic conditions, and intelligence;
- starting in early childhood and continuing into late adulthood, career development can be assisted by helping individuals to understand and develop their abilities and interests and by assisting them in understanding their strengths and weaknesses;
- by understanding the developmental level of the individual, counselors can make appropriate interventions that can assist individuals in learning about themselves and their career development process, thus making occupational choices more likely to lead to satisfaction at work and a high self-concept;
- career development is generally irreversible, although some people who face important development crises may recycle through the stages at any point in their career. (Neukrug, 1999, pp 273-274)

Super saw career development as a five-stage process in which each stage incorporated different developmental tasks (Super, 1957). During the first stage, *Growth*, children identify with others, gain an awareness of interest and abilities related to the world of work, and begin to develop a career self-concept. This stage encompasses the young child's beginning awareness of the world of work and the middle-school-aged

youth's comparison of talents, abilities, and interests to those of his or her peers. The last four stages--*Exploration, Establishment, Maintenance, and Decline*--involve crystallizing, specifying and implementing a vocational preference, stabilizing and advancing the vocational preference, preserving the achieved occupational status and gains, and disengaging and retiring from occupational activities, respectively (Super, 1990).

The developmental theories and stages for third, fourth, and fifth grade students (i.e., the participants of this study) discussed in this section are summarized in Figure 2.

National Standards for School Counseling Programs

In the Fall of 1997, the American School Counseling Association (ASCA) published the *National Standards for School Counseling Programs*. The *National Standards* provide the organizational basis for developing quality school counseling programs intended to promote educational success and meet the developmental needs of all students. By creating this document, ASCA not only provided a framework for school counseling programs, but also a comprehensive, detailed outline of the developmental needs of school-aged children. Following is a summary of the (a) history of the *National Standards*, (b) ASCA research leading to the development of the *National Standards*, (c) organization of the *National Standards*, and (d) suggested guidelines for implementing the *National Standards*.

History of the National Standards

Standards in the school counseling profession are not new. For example, standards for ethical practices (ASCA, 1994), National School Counselor Certification

Theorist	Summary of Stage
Piaget Cognitive Development	<ul style="list-style-type: none"> • concret operations stage (ages 7 - 12) • No complex thinking. Uses logical thinking, sequencing, categorizing, to figure things out. Rigid ways of knowing.
Kohlberg Moral Development	<ul style="list-style-type: none"> • conventional level stage (ages 9-18) • Social conformity/approval of others and rules and laws to maintain order
Erikson Psycho-social Development	<ul style="list-style-type: none"> • crisis between personal and social needs facilitate psychological growth • industry vs. inferiority stage(ages 6-12) • beginning to understand the world and obtain a basic sense of what he or she does well, especially in relationship to peers • sets goals based on his or her self-assessment of strengths • a sense of accomplishment in achieving goals can lead the child toward a sense of self-worth
Havighurst Psycho-social Development	<ul style="list-style-type: none"> • middle childhood stage (ages 6-11) • developmental tasks based on biological, psychological and social factors • tasks involve learning and developing physical skills, getting along with age mates, tolerance and patience, appropriate gender roles, academic skills, personal independence, a sense of self-concept, concepts necessary for everyday living, morality and a scale of values, attitudes toward social groups and institutions through experience and imitation
Ginzberg, Ginsberg, Axelrad, and Herma Career Development	<ul style="list-style-type: none"> • Fantasy Stage (ages birth-11) -- idealistic views and commonly nonsensical concepts of future jobs • Tentative Stage (ages 11-17) --individual exploration of various occupations
Fowler Faith Development	<ul style="list-style-type: none"> • Mythic-literal Faith Stage • Children begin to interpret symbols, stories, beliefs from traditions unidimensionally and literally • Significant others play a powerful role in developing the child's meaning-making system.
Super Career Development	<ul style="list-style-type: none"> • Growth Stage (ages birth -14) • children identify with others, gain an awareness of interests and abilities related to the world of work and begin to develop a career self-concept

Figure 2. Developmental Characteristics and Needs of Intermediate School-aged Children

(NSCC), and preparation for school counselors (CACREP, 1994) were established to advance quality, professional school counseling practice. In July, 1994, ASCA "joined" the national standards movement in education and began the process of developing national standards for school counseling programs. This process required examination of theory, research, and practice to ensure that all aspects of school counseling were considered, and then covered, in the final draft of the *National Standards*.

American College Testing (ACT) served as research consultants and became the coordinator for the collection of survey information. ACT also donated personnel and resources to ensure that the survey design, distribution, and data analyses followed accepted research practices. Three distinct but integrated components comprised the foundation for developing the *National Standards*: (a) ASCA membership survey data, (b) school counseling research and literature, and (c) field reviews by ASCA members of a draft document of the *National Standard* (ASCA, 1997).

ASCA Research

ASCA research resulted in the association moving forward in the development of the *National Standards for School Counseling Programs*. According to ASCA (1994), their research indicated that a comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. ASCA further indicated that quality school counseling programs are founded upon developmental psychology, educational philosophy, and counseling methodology (ASCA, 1994). More specifically, comprehensive school counseling programs enhance students' academic development, career awareness, basic work skills, self-awareness, interpersonal communication skills, and life-success skills.

The design of the comprehensive school counseling program is developed by focusing on *needs*, interests and issues related to the various stages of student growth, such as those discussed in previous sections. In general, effective programs include a commitment to accept individual uniqueness and to maximize development in three major areas: (a) academic, (b) career, and (c) personal/social (ASCA, 1990).

Organization of the *National Standards*

The *National Standards* are divided into three broad areas and the standards for each content area are designed to furnish guidance and direction for states, school systems, and individual schools that wish to develop effective school counseling programs.

There are three standards within each of the major content areas, each followed by competencies that delineate desired student learning outcomes. The student competencies define the knowledge, attitudes, and skills that students should obtain or demonstrate as a result of participating in a school counseling program. In other words, the competencies list the developmental needs of kindergarten through twelfth grade students. Thus, the competencies offer a foundation upon which a comprehensive developmental school counseling program should be based. They also serve as measurable indicators of student performance and success (ASCA, 1997).

ASCA's content standards for academic development are to be used as a guide for implementing strategies and activities to support and maximize student learning. Academic development pertains to obtaining the skills, attitudes, and knowledge necessary for effective learning in school and across the life span; employing strategies to achieve success in school; and understanding the relationship of academics to vocational

choice, life at home, and the community. According to ASCA, when students' academic developmental needs are met, they are more likely to achieve educational success in school and to develop into contributing members of society. ASCA's academic development standards and competencies follow.

Standard A: Students will acquire the attitudes, knowledge, aptitudes, and skills that contribute to effective learning in school and across the life span.

Students will:

- take responsibility for their actions
- demonstrate how effort and persistence positively effect learning
- articulate feelings of competence and confidence as a learner
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes a essential to the learning process
- use communication skills to know when and how to ask for help when needed
- articulate knowledge of learning styles and apply this knowledge to learning
- identify attitudes and behaviors which lead to successful learning
- display the ability to work independently as well as the ability to work cooperatively in teams
- develop a broad range of interests and abilities
- demonstrate dependability, productivity and initiative
- share knowledge
- apply time management and task management skills
- achieve their full academic potential

Standard B: Students will employ strategies to achieve success in school.

Students will:

- demonstrate the motivation to achieve individual potential
- establish realistic academic goals in elementary, middle/junior high, and high school
- use assessment results in educational planning
- develop and implement an annual plan of study to maximize academic ability and achievement
- apply knowledge of aptitudes and interests to goal setting
- use problem solving and decision making skills to assess progress towards educational goals
- understand the relationship between classroom performance and success in school
- identify post-secondary options consistent with interests, achievement, aptitude and abilities
- use knowledge of learning styles to positively influence school performance

- learn and apply critical thinking skills
- apply the study skills necessary for academic success at each level
- recognize that information and support is available from faculty, staff, family, and peers
- organize and apply academic information from a variety of sources

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Students will:

- demonstrate the ability to balance school, studies, extra-curricular activities, leisure time and family life
- seek co-curricular and community experiences to enhance the school experience
- understand the relationship between learning and work
- demonstrate an understanding of the value of life long learning as essential to seeking, obtaining, and maintaining life goals
- understand that school success is the preparation to make the transition from student to community member
- understand how school success enhances future career and avocational opportunities. (ASCA, 1997)

Standards in the area of career development provide the foundation for skill, attitude, and knowledge acquisition that enable students to make a successful transition from school to the world of work and from job to job across the life career span. Career development includes utilization of strategies that enhance future career success and job satisfaction and increase student understanding of the association between personal qualities, education, training, and career choice. The recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS) and the content of the National Career Development Association's Guidelines are reflected in ASCA's career content area standards and competencies following.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make appropriate career decisions.

Students will:

- develop skills to locate, evaluate and interpret career information
- acquire employability skills

- learn about the variety of traditional and non-traditional occupations
- demonstrate knowledge about the changing workplace
- learn about the rights and responsibilities of employers and employees
- develop an awareness of personal abilities, skills, interests and motivations
- learn effective communication skills
- learn effective interpersonal skills
- learn how to interact and work cooperatively in teams
- learn to respect individual uniqueness in the work place
- develop a positive attitude toward work and learning
- understand the importance of responsibility, dependability, punctuality, integrity and effort in the work place
- learn to make decisions
- learn how to set goals
- understand the importance of planning
- become self-directed
- utilize time and task management skills
- identify the balance between work and leisure time

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Students will:

- apply decision making skills to career planning and career transitions
- identify personal skills, interests, abilities, and aptitudes and relate them to current career choices
- apply job readiness skills to seek employment opportunities
- learn how to write a resume
- demonstrate awareness of the education and training needed to achieve career goals
- assess and modify their educational plan to support career goals
- use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
- learn how to use conflict management skills with peers and adults
- demonstrate knowledge of the career planning process
- know the various ways which occupations can be classified
- use research and information resources to obtain career information
- learn to work co-operatively with others as a team member
- pursue and develop competency in areas of interest
- develop hobbies and avocational interests
- select course work that is related to career interests
- maintain a career planning portfolio
- learn to use the Internet to access career planning information

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Students will:

- understand the relationship between educational achievement and career success
- demonstrate how personal qualities relate to achieving personal, social, education and career goals
- explain how work can help to achieve personal success
- identify personal preferences and interest which influence career choices and success
- demonstrate the knowledge that the changing workplace requires lifelong learning and upgrading of skills
- describe the effect of work on life styles
- describe the implications of gender equity and traditional and non-traditional occupations and how these relate to career choice
- understand how economic and societal needs influence the supply and demand of goods and services, and the resulting effects on employment
- understand how occupational and industrial trends relate to training and employment
- understand that work is an important and satisfying means of personal expression. (ASCA, 1997)

As students progress through school and into adulthood, they need to acquire a firm foundation for personal and social growth. ASCA asserts that implementation of activities and strategies related to the content standards for personal/social development provide students with this foundation, and thus contribute to academic and career success. Personal/social development includes skills, attitudes, and knowledge that assist students in respecting and understanding others, acquiring effective interpersonal skills, understanding safety and survival skills, and developing into contributing members of society. The ASCA standards and competencies for personal/social development follow.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Students will:

- develop a positive attitude toward self as a unique and worthy person
- identify personal values, attitudes, and beliefs
- understand that change is a part of growth
- identify and discuss changing personal and social roles
- recognize that all people have rights and responsibilities

- recognize that parents and children have rights and responsibilities
- respect alternative points of view
- recognize, accept, respect, and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity
- recognize and respect differences in various family configurations
- use effective communication skills
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to communicate effectively with family
- identify and recognize changing family roles
- understand interaction and cooperation between children and adults
- identify and express feelings
- know how to apply conflict resolution skills
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights and privacy needs
- understand the need for self-control and how to practice it
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- learn how to make and keep friends

Standard B: Students will make decisions, set goals and take action.

Students will:

- learn to use a decision-making and problem solving model
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- learn when, where and how to seek help for solving problems and making decisions
- know when peer pressure is influencing a decision
- learn the goal setting process
- identify long and short term goals
- identify alternative ways of achieving realistic goals
- develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

Students will:

- demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- identify resource people in the school and community, and know how to seek their help
- learn about the relationship between rules and laws and safety and the protection of rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights and personal privacy

- differentiate between situations requiring peer support and situations requiring adult professional help
- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict
- learn coping skills for managing life events. (ASCA, 1997)

Implementing the *National Standards*

ASCA suggests a systematic method for implementation of the *National Standards*. ASCA states that implementation does not "just happen" because the school system has adopted a "model" program; in-depth discussion, planning, designing, implementation and evaluation must occur. During the discussion and planning stages of implementation, ASCA stresses the importance of understanding students' needs and how they relate to the mission of the school. "Knowledge about your students and their needs is essential" (ASCA, 1997, p 2-4). ASCA suggests that (student) needs assessments be conducted to acquire locally relevant information. Consideration of the local needs assessment results should be considered along with the *National Standards* framework to design and implement a comprehensive school counseling program (ASCA, 1997).

Needs Assessment

Human needs are assumed to exist based on several factors, such as institutional or personal philosophy, government mandate, available resources, history or tradition, and expert opinion (Gladding, 1996). Regardless of the reason for a needs existence, it is important for a needs assessment to be conducted and used in the development of a school counseling program. In this regard, needs are usually assessed to define and

prioritize an individual's expressed needs. Those needs are then linked to appropriate services.

Why Needs Assessment?

All human services programs are developed based on at least implicit assumptions of needs of the population to be served. The level of success of any such human services programs depends, however, on how well the service providers working in such programs address those needs. Consequently, needs assessment is the essential first step in the program planning cycle for the effective delivery of services as well as allocation of resources. Needs assessment is defined as the "systematic appraisal of type, depth, and scope of problems as perceived by study targets or their advocates" (Cook, 1989).

Needs assessment is an important step in the continuing process of comprehensive school counseling program development and evaluation (Shaw, 1977). Such assessments are conducted to establish the school counseling program goals and promote interest in program development, as well as to demonstrate the need for continual program improvement (Rimmer, 1980). To create a school counseling program with a realistic vision, school counselors should first assess student needs and then interpret the data accurately (Schmidt, 1999). In addition, a positive result of school-wide needs assessment is that it will involve students, parents, and teachers in the school counseling program, thus giving the "consumers" and the "public stakeholders" of the program a direct role in program planning and development (Rimmer, 1980).

Even though the importance of needs assessment in program planning is an established fact, it only has been addressed sporadically in counseling literature. For example, Cook (1989) found only three journal articles in the *Journal of Counseling and*

Development that specifically addressed needs assessment in the previous ten years.

Further, specific to school counseling since 1980, only three articles (two in *The School Counselor* and one in *Elementary School Guidance & Counseling*) have specifically addressed the issue of needs assessment and school counseling program planning. Given that most of the experts writing in regard to planning a comprehensive school counseling program assert the importance of student needs assessment, and the obvious lack of research in this area, it is apparent that additional research is warranted.

The Process of Needs Assessment

The process of needs assessment is bound by four general parameters: (a) identifying the target population or those to be assessed; (b) determining the method to contact the target population; (c) devising a measurement scheme; and (d) interpreting the data to those who will make relevant decisions. In school counseling, the most obvious target population is students enrolled in the school. Students can be assessed or contacted through a key informant approach, which involves surveying teachers, parents or other especially knowledgeable persons regarding needs of students or a community forum approach wherein discussion-generated issues and needs are presented by the students and then recorded. Survey sampling using a structured questionnaire is another assessment approach that might be utilized. The latter is the most popular and has the potential of obtaining precise need-related information (Cook, 1989; Schmidt, 1999). A final method of determining students' needs is to refer to the many publications about child and adolescent development which offer ideas about the common needs individuals have in various stages of life (Baker, 1996).

It is imperative to have a clear understanding of the term "needs" when measuring student needs. As noted, needs are usually viewed as a discrepancy from some recognized standard or as the discontinuity between an individual's desired and true situation. The two basic approaches of soliciting information to measure student needs involve simply asking students to state their needs or providing a predetermined list of needs and asking them to choose needs from that list. Asking students to simply state their needs has the advantage of allowing free response, thus increasing interest (Cook, 1989). Open-ended surveys are easier to design and allow students to "state their minds" and volunteer ideas that surveyors using a predetermined list might not be prone to consider. Conversely, an open-ended technique is more difficult to interpret and usually limits students to reporting immediate needs as opposed to more important needs that may arise in the future (Baker, 1996). An open-ended survey also may lead to students identifying preferences or wants rather than basic needs. When students are asked to choose needs from a provided list (i.e., a closed-ended format), tighter control of needs to be assessed is provided and more efficient measurement and data processing result (Cook, 1989). Furthermore, surveyors often include important topics that might not have been thought of by "naive" respondents. Closed-ended surveys are more difficult and time-consuming to develop, but are easier to interpret and can be used repeatedly (Baker, 1996).

Assuming that a questionnaire or survey instrument is to be created and used, the researcher must create items that address the issues. It is important that goals and objectives are stated in measurable terms and that the items created measure the objectives appropriately and scientifically. In addition, the surveys should take into

consideration the differences among students, including the fact that surveys for children should differ from surveys developed for adolescents or adults. For example, younger students may be less able to read the items or may not be old enough to respond in writing. Therefore, items for younger children need to be read orally, and oral responses need to be recorded (Baker, 1996).

According to Kelly and Ferguson (1984), the steps involved in creating items for a needs assessment involve: (a) determining what is to be known or learned from the population being surveyed; (b) deciding on the best approach for acquiring the information; (c) developing survey items while paying attention to language levels; and (d) having the items reviewed by colleagues and then pilot-tested with a sample of students to determine their adequacy (Kelly, 1984).

The needs assessment items should focus on the needs of the persons rather than the needs of the institution that serves them. Therefore, students should be centrally involved in the generation of the items in the survey. To accomplish this, the language of the items should be indicative of their reading level as well as phrased in such a way so that the students' needs are actually assessed. Collison (1982) stated four basic examples of the form in which items are stated on student needs assessment surveys:

1. I have a hard time expressing my feelings to others.
 2. I'd like help in expressing my feelings to others.
 3. I'd like the counselor to help me in learning to express my feelings to others.
 4. Counselors should help students learn to express feelings to others."
- (Collison, 1982, p. 116)

The first item is indicative of an expressed or felt need. The second item appears to be a request for help, but a student who answers no is not necessarily one who can express feelings easily. The third item asks for a response to a service or implementation

strategy. The fourth item given addresses the counselor's role and may be answered independent of the student's own need status. Collison suggested that the first statement is the most appropriate form in which items should be phrased because it best assesses student needs on which guidance programs can be based (Collison, 1982).

Cook (1989) suggested that there are two formidable concerns that exist when needs assessment items are being constructed. First, the needs assessment items must be clearly defined. Second, survey respondents should be able to place these needs in some hierarchical order. Item generation may be facilitated by using previous surveys, although experts in need assessment urge that researchers tap community views through small group techniques such as the nominal group technique or Delphi survey approaches so that the survey is "locally relevant." Once this has been accomplished, the scale format must be selected. The most popular response format used in the human service need assessment is a Likert scale (Likert, 1932). A Likert scale is most used when the researcher is interested in individual differences among respondents. Analyzing each item as a separate scale across various subgroups of people can be done easily through use of a Likert scale. However, the Likert scale often leads to a skewed distribution where all needs are viewed as important (Cook, 1989).

Rank ordering through paired comparisons is another scaling method to use with surveys when prioritization of needs is a goal. In the paired comparison technique, each item is contrasted with every other item. The respondents choose one need from each pair of needs. The proportion of times a need is chosen results in a ranking of that need among all other needs. The paired comparison method allows the researcher, via the law of comparative judgment, to transform responses to z scores, thereby changing the

original ordinal scale to an interval scale. The final result is that rated needs are rank-ordered in a way that clearly reveals high-level versus low-level needs. However, a major drawback of this approach is that relatively few needs can be assessed at any one time since each need is compared with every other need (Davis, 1987). Also, this approach is too complex for elementary school-age children.

Needs assessment examples. In 1984, Kelly and Ferguson developed a needs assessment for students in the primary grades stating that they did so because of the lack of appropriate assessment modes available for younger students. The instrument was administered orally because (a) it could be easily completed by all students, (b) item understanding would be enhanced by explanation, (c) student questions would assist the children with paying attention and staying on task, and (d) counselor administration would personalize the approach and make it more meaningful. Relevant examples of each of the topics were explained to the students and discussion was encouraged. Students were then asked to decide if they wanted to learn how to "do" or to simply "understand" each of the topics of discussion (Kelly, 1984). The topics included:

1. Jobs
 2. Getting people to like you
 3. Why you like some things and don't like other things
 4. Speaking up for yourself
 5. Feeling good about yourself and liking yourself
 6. Avoiding getting mad
 7. Avoiding getting in trouble
 8. How to choose things
 9. Why parents don't stay together
 10. How to stop worrying
 11. Why people act in different ways
 12. Feelings
 13. Making you body relax
 14. Death
 15. Understanding handicapped people
- (Kelly & Ferguson, 1984, p. 178)

In 1982, Collison developed a needs assessment for use with high-school-aged students. The procedure involved scheduling five successive class meetings with a senior high school social science class of 29 students. The objective of each class meeting was to (a) introduce and generate a list of student concerns; (b) clarify concerns and determine a group response; (c) discuss group data and response to concerns; (d) discuss critical issues, actual and ideal responses to issues, and resources available; and (e) summarize and evaluate the class meetings. The results of the five class meetings generated 33 student concerns or needs which Collison could then use as item topics for future needs assessment surveys. The 33 concerns generated by Collison's study included:

1. Getting a job
2. Deciding about college
3. Choosing a career
4. How to choose a career
5. Money--inflation
6. The future
7. Moving and the mobile society
8. The draft/registration
9. Women's rights and roles
10. Being what you appear to be
11. Stress
12. Sleep
13. Eating/diet
14. Depression
15. Parent-family problems
16. Peer pressure
17. Death
18. Chemical use
19. Chemical dependency
20. Aging
21. Self-esteem
22. School
23. Decisions about life-styles
24. Government
25. Racism
26. Social problems
27. Male-female relationships
28. Role stereotyping

- 29. Suicide
- 30. Religion
- 31. Child abuse
- 32. Abortion
- 33. Human Sexuality (Collison, 1982)

Summary

The research literature regarding needs theory, developmental characteristics of children, the *National Standards for School Counseling Programs*, and needs assessment methods were discussed in this chapter. It is apparent that elementary school students are amidst many developmental changes. It is also apparent, therefore, that their "needs" are diverse and relatively transitory. Students' needs can be assessed and then fulfilled through a comprehensive school counseling program. Student developmental need fulfillment must occur prior to their being able to move on to subsequent tasks and achieve academic success as students. The first step, therefore, is to incorporate the information in this review and then to use it to develop an appropriate needs assessment instrument that will assess the developmental counseling needs of students effectively.

CHAPTER 3 METHODOLOGY

The need for effective and efficient counseling-oriented student needs assessment instruments for use in the development and implementation of a comprehensive, full-service elementary school counseling program is well-documented in the professional literature as well as in professional school counselor role and function statements. In addition, the need for adequate preparation to conduct a needs assessment effectively is articulated in CACREP's school counselor preparation standards.

To fulfill the professional responsibilities effectively, it is imperative that a comprehensive, full-service elementary school counseling program be planned and developed based upon valid, systematic and empirically sound needs assessment devices that reveal the true nature of students' counseling needs. That is, school counselors should use measurement devices for assessing counseling needs of students that have been developed systematically and validated empirically. Therefore, the focus of this study was to develop and validate such a counseling needs assessment for students in grades three, four, and five. The instrument developed was the Intermediate Elementary Students Counseling Needs Survey (IESCNS).

Relevant Variables

Grade level (third, fourth, or fifth graders), gender (male or female), United States geographic region (Midwest, North Atlantic, Southern, and Western as designated by the American Counseling Association [Appendix A]), race (Caucasian, African American,

Hispanic, Asian, Native American, and other), and lunch status (paid lunch, reduced paid lunch, and free lunch) were the independent variables investigated in this study.

Dependent variables included students' Likert-type ratings of their perceived needs in the areas of academic, career, and personal/social development.

Initial Development of the IESCNS

Item Generation

The literature in Chapter 2 suggested the need for a systematic approach to assessing counseling needs of elementary students based upon their developmental levels and personal concerns. Academic, career, and personal/social developmental needs of intermediate elementary school-age students have been addressed recently in the 1997 American School Counselor Association's (ASCA) *National Standards for School Counseling Programs* and discussed much earlier by Murray (1938), Maslow (1968), Rogers (1980), Glasser (1980), Piaget (1954), Kohlberg (1969), Erikson (1963), Havighurst (1972), Fowler (1981), and Super (1957), among others. Also, Kelly and Ferguson (1984) provided the necessary steps involved in creating items for a well developed needs assessment, including (a) determine what is to be known or learned from the population being surveyed, (b) decide on the best approach for acquiring the information, (c) construct survey items that attend to language levels of the sample, (d) have the items reviewed by professional colleagues and, (e) pilot-test the instrument with a sample of students to determine item adequacy. Thus, by following these guidelines, this study attempted to meld sound theory with sound practice.

The major categories of developmental needs that have evolved from the professional literature represent three primary areas of concern, or needs, found among intermediate elementary level school students: academic, career and personal/social development. The categories are not equated in terms of scope or adherence of subject matter. They were selected because they can be subdivided to incorporate the major levels and types of developmental needs faced by elementary students today.

As suggested by Kelly and Ferguson (1983), the first step in creating a needs assessment instrument is to determine what is to be known or learned from the population being surveyed. Therefore, the subdivisions or concepts (competencies) within each of the three categories are briefly discussed following in the manner in which they pertain to the developmental needs of intermediate elementary school students.

Academic development. The first competency, or developmental need, involves *improving the student's academic self-concept* (i.e., ability to articulate and display competence and confidence as well as an interest in learning). Taking pride in work and achievement is a major component of this need area and includes the capacity to accept mistakes as essential to the learning process and to identify attitudes and behaviors that lead to successful learning. Maslow, (1968), Rogers (1980), Erikson (1963), and Havighurst (1972) all suggested that a sense of accomplishment in achieving goals, in this case academic achievement, can lead a child toward a more positive self-concept and a greater sense of self-worth. In other words, an intermediate elementary school student can satisfy the need to have a positive academic self-concept by pursuing and acknowledging their personal academic accomplishments.

The second competency, or academic developmental need, involves *acquiring skills for improving learning*: time management, task management, communication, and ability to demonstrate how effort and persistence effect learning positively. Time and task management for intermediate elementary school students include completing and turning in assignments on time. The communication skills involved with academic development encompass the willingness to and knowledge of when and how to ask others, especially adults, for assistance. Havighurst (1972) stated that *the middle childhood stage* of psychosocial development involves tasks related to learning such as the aforementioned academic skills. Specifically, practicing time and task management skills facilitates fulfillment of the developmental need suggested by Kohlberg (1969) to maintain social conformity and approval of others, as well as to maintain order. A student's ability to apply knowledge of personal learning styles to influence school performance positively also is included in this section.

The competency, or need, to *achieve school success* for intermediate elementary school students is the third area of academic development: the ability to work independently and cooperatively with other students. Achievement, as a need, has been studied extensively, first by Murray (1938) and then by many others who subscribed to a needs and motive developmental theory. Achievement motivation is the desire to do things well, to take pleasure in overcoming obstacles, and to do tasks better and more efficiently. Achievement, or the development of capabilities that enhance the self, also is referred to as self-actualization by Rogers (1980) and Maslow (1968). Taking responsibility for one's own actions and demonstrating dependability, productivity, and initiative also are directly related to working independently and achieving academic

success. As suggested by Glasser (1980), students must take responsibility for their lives and identify the behaviors they want and need to modify in order to succeed. Working cooperatively and sharing knowledge with other students is imperative to academic success. Kohlberg (1969), Erikson (1963), and Havighurst (1972) all discussed the importance of social groups and peer relationships as it relates to school success and developmental need fulfillment.

Improving learning, the fourth competency or academic developmental need, involves the desire for students to become self-directed learners and to apply study skills necessary for academic success. Intermediate elementary school students are in the *concrete-operations stage* in which they make sense of the world through conducting a series of logical tasks and the ordering or sequencing of events (Piaget, 1954). Therefore, students are beginning to understand that when they are self-directed and study appropriately, the logical consequence is to achieve academic success and improve learning.

The next academic developmental need addresses a *plan to achieve goals*. It involves a student's ability to set educational goals and use problem-solving and decision-making techniques to progress towards fulfilling those goals. Erikson (1963) suggested that students in the *industry vs. inferiority stage* have the need to set goals based on their self-assessment of strengths and feel a sense of accomplishment in achieving those goals. That is, a sense of accomplishment in achieving their educational goals leads to a sense of student self-worth and academic success. Perhaps the most appropriate educational goals for intermediate elementary students involve deciding what

letter grades they want to earn at school. Practicing goal-setting at this level assists students in setting more specific, futuristic educational goals.

Relating school to life experiences, the final competency or academic developmental need, addresses a student's ability to understand the relationship between academics and the world of work and life at home and in the community. The intermediate level elementary student is typically involved in extra-curricular activities that must be kept in balance with studies, leisure time, and family life. They must understand and embrace the idea that success in their studies will assist them and relate positively to their careers and other aspects of their life.

Career development. The competencies, or need areas, for career development found in the ASCA National Standards include *developing career awareness and employment readiness, acquiring career information, and identifying, acquiring knowledge for, and achieving career goals*. Super (1957) suggested that, developmentally, students in the elementary school would be in the *growth stage* in which children gain an awareness of interests and abilities related to the world of work. Therefore, the focus of third, fourth and fifth grade career development would be in the first three categories or need areas listed above. Specific competencies would include developing skills to locate, evaluate, and interpret career information; developing an awareness of personal abilities, skills, interests, and motivations; and learning how to respect others and work cooperatively with them. In addition, learning the skills necessary for successful problem solving and understanding that possessing good character and succeeding in school will assist in career success are highly important developmental needs for students in this age group.

Personal/social development. There are four categories of developmental needs for the area of personal/social development: *acquiring self-knowledge* and *interpersonal skills*, *self-knowledge applications* and *acquiring personal safety skills*. Acquiring self-knowledge involves developing a positive attitude toward the self as a unique and worthy person. The importance of acquiring self-knowledge that leads to self-worth is acknowledged by Erikson (1963), Glasser (1980), and Rogers (1980), among others, in the literature. The competencies involved in acquiring self-knowledge include identifying personal values, attitudes, and beliefs (Fowler, 1981), learning the goal setting process, understanding that change is a part of growth, identifying and expressing feelings, distinguishing between appropriate and inappropriate behaviors and the need for self-control (Kohlberg, 1969), demonstrating cooperative behaviors in groups, and identifying personal strengths, assets to change personal, social, and family roles.

Acquiring interpersonal skills relates to development of effective interpersonal communication skills. According to both Erikson (1963) and Kohlberg (1969), elementary students in the *industry vs. inferiority stage* and *conventional-level stage* need to experience appropriate social development. Social development includes the attainment of effective interpersonal communication skills such as recognizing, respecting, and appreciating individual differences, rights, and responsibilities; alternative points of view; ethnic and cultural diversity; and differences in various family configurations. It also includes learning how to communicate effectively at home and at school and making friends.

The *application of self-knowledge* as a personal/social developmental need for intermediate elementary students involves using a decision-making and problem-solving

model. Glasser (1980) suggested that for positive change and development to occur in individuals, they must set a goal or formulate a plan for change and follow through on the plan. Learning how to identify the problem, and alternative solutions to the problem, is part of forming an effective plan. Developing conflict resolution skills and knowing when, where, and how to seek help for solving problems and making decisions are other important competencies and needs involved in applying self-knowledge.

Acquiring personal safety skills is a basic developmental need for elementary students. Maslow (1968) placed safety as a lower need that must be satisfied before movement can be made to higher-level need development. Therefore, in accordance with Maslow's theory, personal safety for third, fourth, and fifth grade students must be acquired before higher level need development can take place. Personal safety skills include: (a) demonstrating knowledge of personal information (e.g., telephone number or home address), (b) learning the emotional and physical dangers of substance use and abuse, (c) learning how to cope with peer pressure, (d) learning techniques for managing stress and conflict, (e) learning coping skills for managing life events, (f) learning the difference between appropriate and inappropriate physical contact, and (g) learning the relationships among rules, laws, safety, and the protection of an individual's rights. It is also important for students to know how and when to ask for help and to have the ability to differentiate between situations requiring peer support and those requiring adult professional assistance.

Item development. Preliminary attempts at item development for the survey instrument being created followed the refinement of the three major categories given in the ASCA National Standards: academic, career, and personal/social development as

outlined above. An initial list of potential items reflecting the various needs of intermediate level elementary schools discussed above was developed.

During initial item development of the IESCNS, it was important to differentiate between a student's personal need and a school counseling need. A school counseling need exists whenever a particular student demonstrates that a specific developmental need has not been met and/or expresses the desire to talk with someone concerning a specific individual need. Due to the developmental level of intermediate elementary school students, it may be noted that they may not recognize when they should take the initiative to talk with some adult concerning the expressed need. Therefore, a needs survey instrument item which reveals a counseling need must be specific enough to clearly indicate that school counselor intervention is implicit and necessary for that particular student, even if that intervention is in terms of referral to a more appropriate source of assistance. The focus of the specific item, therefore, must be in areas in which elementary school counselors can take appropriate action on behalf of the child in question.

Figure 3 depicts the subdivisions of student competencies as found within each of the academic, career, and personal/social development areas contained in the ASCA National Standards described previously. In addition, Figure 3 also presents the names of the developmental need theorist(s) who suggested a relationship between the respective competencies and the developmental needs of intermediate elementary-aged students.

The data in Figure 3, excluding the designated item numbers in parentheses, were reviewed and critiqued separately by two practicing elementary school counselors in Putnam County, Florida and by two University of Florida Ph.D.-level counselor

ASCA Standard Competency Areas	Murray	Maslow	Rogers	Glasser	Piaget & Fowler	Kohlberg	Erikson	Havig- hurst	Ginzberg et al & Super
Improve Academic Self-concept (Items: 1, 2, 3, 4, 9)		X	X			X	X	X	
Acquire Skills for Improving Learning (Items: 5, 6, 7, 39, 44)					X	X		X	
Achieve School Success (Items: 8, 10, 17, 18, 20, 24, 28, 44)	X	X	X	X		X	X	X	
Improve Learning (Items: 11, 12, 35, 36, 37)	X				X	X		X	
Plan to Achieve Goals (Items: 8, 13, 18, 19, 26, 35, 36, 37, 38)				X	X		X	X	
Relate School to Life Experiences (Items: 14, 15, 16, 22)				X			X	X	X
Develop Career Awareness (Items: 14, 16, 17, 18, 19, 20, 38)				X	X		X		X

Figure 3. A Representation of the ASCA Standard Competency Areas and the Existence of a Relationship with Specific Developmental Need Theory

ASCA Standard Competency Areas	Murray	Maslow	Rogers	Glasser	Piaget & Fowler	Kohlberg	Erikson	Havighurst	Ginzberg et al & Super
Develop Employment Readiness (Items: 2, 14, 17, 18, 19, 21, 24, 35, 36)	X			X	X	X	X		X
Acquire Career Information (Items: 16, 19, 20)									X
Identify, Acquire Knowledge, and Achieve Career Goals (Items: 15, 17, 19, 22, 24)									X
Acquire Self- Knowledge (Items: 11, 17, 19, 20, 23, 24, 25, 26, 27, 28, 28, 49)		X	X	X	X	X	X	X	
Acquire Interpersonal Skills (Items: 21, 29, 30, 31, 32, 33, 45, 49, 50)	X	X	X	X	X	X	X	X	
Self- knowledge Application (Items: 19, 26, 35, 36, 37, 38, 39, 42)			X	X	X	X	X	X	
Acquire Personal Safety Skills (Items: 14, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 50)		X			X	X	X	X	

Figure 3—continued

educators specializing in school counselor preparation. These four professionals were asked to evaluate the comprehensiveness of the categories and data presented. Each of the four also was asked to conduct their respective evaluations in terms of their perceptions of the needs and concerns of third, fourth, and fifth grade elementary students. Agreement was reached among all four professionals regarding the three major categories and the concepts included within each. It is noted that there may be some overlap of concepts within each of the three major categories.

Using the ASCA Standards' competencies of student developmental need (Figure 3) in conjunction with basic developmental need theories as a theoretical base, fifty items reflecting the developmental counseling needs of third, fourth, and fifth graders were created for inclusion on the initial version of the IESCNS. The item numbers were added to Figure 3 at this time to indicate which items addressed which competencies. Three of the fifty items were written so as to give the student-respondent the opportunity to express the desire to talk with someone concerning a specific area of need that may be considered a school counseling need but not developmental in nature. These three items were generated based on the increase of various problems in contemporary American society as discussed in Chapter 1. Students indicating these needs may require referral to a more appropriate agency outside of the school (e.g., a psychologist or psychiatrist).

A four-point, Likert-type scale was selected for students to use to respond to the items on the IESCNS. This is an appropriate format for use with intermediate grade level students. It also eliminates the possibility of undecided or neutral responses to the items. The four responses selected were: strongly agree, agree, disagree, or strongly disagree. Conceptual internal consistency was achieved by phrasing all items in a positive frame.

Therefore, a student's negative response to an IESCNS item is evidence of the existence of a developmental school counseling need that has not been and/or is not being met. The IESCNS scale and instructions were designed for group administration.

The resulting 50 items were reviewed by and discussed with the following professionals: six teachers who have taught and/or are currently teaching intermediate elementary school students, four practicing elementary school counselors, two elementary school administrators, a school psychologist, and an elementary curriculum resource specialist. These individuals were asked to evaluate the items for conceptual consistency, format appropriateness, clarity of wording, comprehensiveness of subject areas covered, possible ambiguity of items, and relevance to the needs of third, fourth, and fifth grade students. They also were asked to comment on the face validity of the IESCNS to determine if it would be potentially acceptable for a wide range of intermediate elementary school students. Comments and suggestions by these consultants were, for the most part, favorable, but did result in refinement in the wording of several items and in the reordering of the response choices whereby Strongly Agree now appeared as a respondent's first choice for each item on the scale. Although the wording of several items was changed following this review, the original intent of the items remained unchanged.

The 50 IESCNS items from these procedures are provided in Appendix B. Also included are the demographic items and the instructions for completion of the survey. Collectively, these items constitute the preliminary form of the IESCNS as used in the pilot study.

Pilot Study

Sample selection. Three groups of subjects were selected for inclusion in the pilot study. Each group was composed of students attending one elementary school in North-Central Florida. Group I was comprised of 11 third graders who were included based on the selection of every third name on an alphabetical list of third graders. The selection process for participants in Group II (13, fourth graders) and Group III (17, fifth graders) was identical to the manner in which participants for Group I were selected, except the difference in student grade level. None of the students selected were in separate, self-contained, exceptional student education classrooms. The participation of all students was voluntary and appropriate permission seeking procedures required by the school were followed.

Administration of the survey to groups of participants, rather than to individuals, was done for two reasons: ease of accessibility to large numbers of subjects and the potential for small group discussion regarding the IESCNS survey following the administration. The instructions to the survey were read aloud to the third, fourth, and fifth grade participants, who then were asked to complete the demographic and survey items. With the exception of a few students requesting items be read and/or explained further, all pilot study participants were able to complete the survey without assistance.

After completion of the instrument, all students participating in the pilot study were asked to complete a written, follow-up questionnaire consisting of five questions (Appendix C). The questions asked the student participants to share their respective reactions to the format and content of the IESCNS survey. Because of the lower level expressive writing ability of third, fourth, and fifth graders, the administrator of the pilot

study also led an open discussion with each group to gain additional information regarding their reactions to the format and content of the survey. The participant's written and oral responses to the five questions were used as a guide to further refinement of the IESCNS needs survey instrument

Resulting sample. The survey instrument and the follow-up questionnaire were administered to a total of 41 intermediate elementary school students. The resulting sample included 22 females and 19 males. Two student participants were excluded from the sample because they did not answer any of the items on the follow-up questionnaire. All participants lived in the area of the school where the pilot study was conducted.

Results. The 39 participants in the pilot study completed the IESCNS in 20 minutes or less and on the follow-up questionnaire reported generally favorable comments on the format, content, and readability of the IESCNS (with a few exceptions). Three participants indicated words they did not understand. These words were appropriate and inappropriate, communication, and parental separation. Eleven items on the survey were listed as hard to understand by two or more of the participants. The numbers of students and the items indicated as hard to understand are presented in Appendix D. All of the participants except one answered yes when asked whether they understood how to respond to the items. Twenty participants indicated that in general they found the instrument interesting, fun, too short, or OK. The other nineteen participants indicated that the questionnaire was boring, too long, or did not respond to this question.

Refinements. Based on the data gathered in the pilot study, a decision was made to revise the wording of the survey in order to lower the reading level, increase

participant understanding, eliminate some items deemed too long, and change words to increase interest level. Those items as indicated by two or more participants as hard to understand were modified. Items 48, 49 and 50 were eliminated from the survey because they: (a) were overwhelmingly misunderstood by participants, (b) did not pertain to every third, fourth, and fifth grade student, and (c) were not developmental in nature. Therefore, they were not appropriate for a developmental needs survey instrument. For example, students questioned how they should answer item 48 regarding divorce if their parents were married. The issues addressed in the last three items--divorce, death, and abuse--may be better assessed in schools through individual student counseling and counseling referrals. In addition, item 18 was eliminated because it often was reported to be confusing and redundant.

The reading level of the IESCNS used for the pilot study was 2.1 (grade-level) according to the *Flesch-Kincaid* readability statistic which is based on the length of sentences and number of syllables. Appropriately lowering the reading level of the revised IESCNS involved replacement of multi-syllable words with words containing only one or two syllables wherever possible. In addition, rewording was done to eliminate unnecessary words. These changes also resulted in shorter items in some instances. Revisions were made in the wording of the following six items: 1, 4, 5, 7, 12, and 37. Forty items were retained as originally stated and four items were eliminated. Particular attention was given to maintaining the original intent of items found on the IESCNS despite changes in the wording of several and the elimination of four. Thus, the revised items on the IESCNS continued to reflect basic developmental needs.

Final form of the instrument. The changes discussed above resulted in the revised form of the IESCNS as presented in Appendix E. This was the form of the IESCNS used in the final field study.

Subjects and Sampling Procedure

The participant sample for this study consisted of 985 students in grades three, four, and five, not in self-contained special education classes, representing a cross section of the United States. The 985 children were administered the IESCNS by 41 selected elementary school counselors employed in 41 different schools located in 20 different states. The 985 student participants represented four geographic regions of the United States as used by the American Counseling Association (ACA) (Appendix A): the Midwest Region (13 states), the North Atlantic Region (11 states), the Southern Region (14 states) and the Western Region (12 states). The participating children who completed the IESCNS resided in 20 different states: Illinois, Indiana, Michigan, Oklahoma and Wisconsin from the Midwest Region; Connecticut, Massachusetts, New Jersey, New York, and Vermont representing the North Atlantic Region; Florida, Louisiana, Tennessee and Texas from the Southern Region and California, Idaho, Montana, Nevada, New Mexico and Oregon representing the ACA Western Region.

Of the 985 surveys returned to the researcher, 970 were considered appropriately completed by the participants and were subsequently used in the data analyses. The demographic data, including gender, number per grade level, how they get their school lunch, and ethnicity of the 970 participants are given in Chapter 4.

Two very different procedures were followed in locating elementary school counselors willing to assist in the study. The first procedure involved asking the National

Board for Certified Counselors (NBCC) to provide a list of the names and addressees of all National Certified Counselors (NCC's) whose personal data file indicated that they "might be" a practicing elementary school counselor somewhere in the four ACA Regions as described above. In addition, two counselor educators from the Department of Counselor Education at the University of Florida contacted 55 counselor educators on behalf of the researcher. The 55 counselor educators were given the details of the study and asked if they would provide the names of one or two elementary school counselors in their area who they thought would be willing to administer the IESCNS in their respective schools. They also were asked to make personal contact with the school counselors prior to sending their names and addresses to the researcher. Each counselor educator also gave permission for their name to be used in the follow-up letter that would be sent to the respective elementary school counselors.

The NBCC provided the names of 844 individual NCC's. One hundred of these were randomly selected, 25 in each of the four ACA Regions. Forty five of the 55 counselor educators responded positively either by providing the names and addresses of one or two elementary school counselors in their area or by indicating that the name(s) would be forthcoming. In final analysis, the 45 counselor educators provided the names and addresses of 36 elementary school counselors who they thought would be willing to participate in the study.

In sum, the total number of individuals originally contacted for assistance with the study was 136 (100 from NBCC and 36 from the counselor educators). Each of the 136 individuals was sent a letter explaining the research and requesting their participation in the study (Appendix F). Each letter included a single copy of the IESCNS, a self

addressed, stamped return envelope, and a single piece of Godiva chocolate candy as a "thanks" for considering the request to participate in the study. Each also was requested to provide the name of an elementary school counselor colleague who they thought might be willing to participate if they themselves were unable to do so. Fifteen (15) names were provided from this request.

Ten (10) of the 100 letters sent to the NCCs were returned unopened due to incorrect addresses, twenty-three (23) individuals indicated that they were not elementary school counselors, eleven (11) wrote that they were no longer NCC's and were not interested in participating, six (6) had retired, eighteen (18) indicated that they did not have the time and/or the interest in participating in the study, and nineteen (19) did not reply. Thirteen, all elementary school counselors, of the 100 NCCs contacted indicated a positive interest in participating in the study. Thirty of the 36 elementary school counselors whose names were supplied by the counselor educators responded in the affirmative concerning their participation in the study. In addition, nine school counselors were contacted from the names provided by the original. Thus, a total of 52 practicing elementary school counselors agreed to assist in the research.

The 52 counselors expressing intent to participate in the study were then sent a follow-up thank you letter (Appendix H) and a form to return to indicate the number of surveys they were willing to administer. A stamped, self-addressed envelope was provided for their response to this request. Fifty of the 52 selected elementary school counselors returned the forms giving the number of IESCNS they were willing to administer.

The number of survey instruments requested, along with an "Instructions for Survey Administration" (Appendix H), and a copy of the parental permission slip for duplication (Appendix I) were sent to each of the 50 elementary school counselor who had replied in the affirmative. These school counselors requested, and were sent, a total of 1430 IESCNS surveys. The mail out also included another piece of Godiva chocolate and a large, self-addressed, stamped envelope for the counselors to use in returning the completed surveys.

Nine of the 50 school counselors returned non-completed surveys and indicated that either their school principal and/or school board would not agree to the administration of the IESCNS, they could not obtain any parental permissions, and/or they simply no longer had the time to go through with administration of the surveys in their respective schools. Forty-one of the 50 elementary school counselors who were sent surveys returned a total of 970 appropriately completed surveys over a two month time period. Approximately 400 non-completed IESCNS surveys were returned along with personal notes from the school counselors indicating that they "had over estimated" the number of parental permissions they could obtain, some children had refused to participate, etc.

The primary goal of the sampling procedures was to replicate and reflect the population characteristics of intermediate elementary school students living and attending schools in the United States. A concurrent objective was to obtain a participant group large enough to conduct valid factor analysis on the data.

Administration Procedures

Administration

The 41 counselors administered the 985 IESCNS surveys in classroom group settings. As noted, the counselors who participated in the study were mailed the number of copies of the survey they had requested along with a parental permission slip to duplicate as needed, along with detailed directions for administering the IESCNS. The counselors who agreed to administer the IESCNS were instructed to first seek parental permission and to: (a) read aloud the explicit directions for taking the survey to the participating students during administration of the survey, (b) expand upon the researcher's written instructions given on the IESCNS by reading the instruction narrative included in the "Instructions for IESCNS Survey Administrators," (c) read aloud a specific item given on the survey only upon a particular student's request, (d) avoid interpreting any of the 46 items to the student participants, (e) avoid, as much as possible, predetermining participants' responses by maintaining a controlled, neutral voice quality and tone when reading items, and (f) to avoid discussing individual items or concerns with the participating students prior to their completion of the survey.

These procedures were designed to facilitate the return of a majority of the surveys distributed and to insure standardization of the IESCNS as much as possible. The elementary school counselors administering the experimental IESCNS surveys also were requested to report in writing any particular problems in administration and/or subjects' difficulties in responding to individual items. Although there were some comments regarding the difficulty in obtaining parental consent, the overwhelming

majority of the counselor comments were positive. Thus, it is believed that the standardization of the IESCNS administration did occur without major incident.

Reliability

To establish test-retest reliability, one group of 40 student participants was selected from the Southern region to complete the IESCNS survey again two weeks following the first administration. A coefficient of stability between the individual scores on the IESCNS for the two different occasions was calculated to indicate temporal reliability.

To estimate the test score reliability for internal consistency, a method of rational equivalence also was conducted on the item responses of the 40 students participating in the test-retest phase. Because the items on IESCNS survey are not scored dichotomously, a Cronbach's coefficient alpha formula was applied to the data gathered from these participating students.

Validation Study

Concurrent validity. In order to establish concurrent validity for the IESCNS, the Piers-Harris Children's Self-Concept Scale (PHSCS) was administered to subjects at the same time they responded to the IESCNS survey. The PHSCS was chosen for its theoretical relationship to the developmental needs based on *ASCA National Standards* and thus represents an attempt to provide a broad range of coverage in relation to the three major needs categories (i.e., academic, career and personal/social development). The PHSCS is a measure of the level of a child's self-concept, a factor relevant to children's academic, career and personal/social developments. The data from the administration of this instrument to participating students were correlated to each of the

46 items of the IESCNS. Special attention was given to the correlation with IESCNS items specific to self-concept as discussed following. A total of 75 students completed PHSCS questionnaires were obtained for this aspect of the study. The resultant PHSCS data from this present study are presented in Chapter Four. The psychometric properties of the PHSCS established in 1984 are presented following.

Psychometric properties of the PHSCS. The PHSCS, a self-report measure, was designed to aid in the assessment of self-concept in children and adolescents. The scale measures self-concept based on children's evaluation of their behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and satisfaction (Piers, 1984).

The PHSCS is an 80-item questionnaire administered either individually or in groups to children ages eight to 18. The test was written at a third grade reading comprehension level and the norms extended from grades three through 12. The test consists of a series of declarative statements that indicate successful or unsuccessful functioning within the respective areas. Respondent children were shown the statements and were asked to indicate whether each statement applied to them using dichotomous yes or no responses. There were no time limits for the PHSCS and most children were able to complete the scale in fifteen to twenty minutes (Piers, 1984).

When psychometric properties of the PHSCS were established in 1984, a meta-analysis of interitem correlations yielded the six item clusters listed previously. The child's total score was derived by determining the number of items checked in the direction of positive self-concept using a scoring key. A profile is created by analyzing the child's responses to items as they cluster around the six areas of functioning. The

total raw scores may be converted to percentiles, stanines, and/or T-scores. The use of normalized T-scores is most appropriate for interpreting total scores, whereas stanines are generally used to interpret the cluster scores (Piers, 1984).

The standardization procedure for the PHSCS included, for the total score, a normative sample of 1,183 school children from a public school system in a small town in Pennsylvania. The children ranged from grade four to 12. Because no consistent sex or grade differences were found, the scores were pooled for normative purposes, which resulted in a mean of 51.84, a standard deviation of 13.87, and a median of 53.43 (Piers, 1984).

Several test-retest reliability studies have been conducted for the PHSCS. The reliability coefficients from these studies range from .42 (with an interval of eight months) to .96 (with an interval of three to four weeks). Several studies also were conducted to determine internal consistency, and found generally high internal consistency reliabilities. For example, Piers (1984) calculated internal consistency on a normative sample of 297 sixth and tenth graders using the Kuder-Richardson 20 formula. The reliability estimates for the total score ranged from .88 to .93 for various subgroups.

The discriminate validity of the scale is difficult to ascertain from the current literature. A number of studies have been conducted to attempt to discriminate between two or more subject groups on the basis of PHSCS scores. While some have found significant between-group differences, others have not. In addition, several validation studies have been done to predict and/or find differences in children's self-evaluations as a function of other factors in children's lives. These studies were primarily correlational, and do not imply causation between self-concept and these other factors (Piers, 1984).

Data Analyses

IESCNS surveys returned to the researcher with the demographic items completed, and a minimum of 80% of the survey items completed (i.e., at least 39 of the 46 items correctly), were included in the final statistical analyses. Incomplete surveys were reviewed to determine possible reasons for a student participant's failure to complete all items.

All data collected were prepared for computer processing. An alpha level of .05 was set as the criterion for evaluating statistical significance. However, alpha levels of .01 found also were reported.

The mean and standard deviation was calculated for each IESCNS item as well as the mean for the academic, career, and personal/social development item areas. As noted, a test-retest reliability coefficient was calculated utilizing the Pearson r statistic for the 40 student participants having taken the IESCNS twice over a two-week interval. The intercorrelations of all IESCNS items also were calculated.

Similar, previous research (e.g., Myers, 1978) suggested that various types of counseling needs are highly interrelated. Therefore, principal axes factor analysis with promax (oblique) rotation was completed to determine the underlying factor structure of the IESCNS. Items having a factor loading of .40 or higher on a factor and not having a factor loading of .40 or higher on two or more factors were retained. A 4 x 3 x 2 x 6 x 3 (region x grade level x gender x race x lunch status) factorial analysis of variance (ANOVA) was then computed to determine possible significant differences among the resultant item means. A Bonferroni adjustment was made to the alpha level to minimize

the amount of Type I error for these correlations. Finally, each of the resultant item scores was correlated with PHSCS scores.

Potential Limitations

Potential limitations of the study existed in regard to sampling, procedures, adequacy of instrumentation, and the participating students' response errors. The use of student volunteers, involving in particular the need to gain parental permission, may have introduced potential selection biases. That is, selection bias may have resulted because the characteristics of the participants whose parents subsequently gave them permission to participate may have differed from the characteristics of student participants who did not volunteer for the study and/or who did not obtain parental permission to do so.

The procedures represented a second source of potential bias in the findings of this study. The use of elementary school counselors who were not given a training session regarding specific methods of administering the IESCNS may have introduced a related source of error. However, giving explicit written instruction to the school counselors reduced the potential for this particular type of error.

The test-retest reliability coefficients obtained may be dependent upon the participant sample selected for participation in this aspect of the study. It is possible that having selected a different group of participants might result in different reliability coefficients. The students selected for this aspect of the research were chosen from the participant group living in the Southern region because they were readily available.

The PHSCS was not necessarily the only available self-concept measure, nor was it necessarily the best one available. However, it was chosen because of practical features such as ease of administration, reading level, simplicity of format, and response

time required. The use of this particular instrument was suited to the purpose of the present study.

The IESCNS and the PHSCS are both paper-and-pencil, self-report measures. As is true of all self-report measures, they are subject to response bias and/or faking. A variety of response errors were thus possible. Student participants may have tended to respond to all items in the same way, either positively or negatively. The IESCNS items were all worded in such a way that a *negative* response indicated a perceived need of the student respondent; acquiescence response sets thus were possible. Further, the similarity in format of some of the items may have lead to the occurrence of differential response patterns because the respondents become aware of their response patterns by the middle of the IESCNS survey and shift to a different pattern in order to avoid monotony or conformity.

Subjects also may have responded in a socially desirable or acceptable manner. This may have occurred more readily with fifth graders than third graders because of an increase in the importance of peer acceptance with age. Therefore, there was the potential for socially desirability response sets among the students responding to the IESCNS.

An additional consideration that affects the interpretation of the resultant data is the necessity for making a distinction between statistical and practical significance. All correlations calculated on the IESCNS data were viewed as tentative; evaluations of the data thus include analyses of practical usefulness as well as statistical significance.

CHAPTER 4 RESULTS

The primary purpose of this study was to develop the initial form of the Intermediate Elementary Students Counseling Needs Survey (IESCNS), a school counseling needs assessment instrument suitable for use with elementary school-age children in grades three through five. The IESCNS was field tested to establish its psychometric quality to the greatest extent possible. A secondary purpose was to obtain initial data on the counseling needs of a broad-based sample of third, fourth, and fifth grade elementary school children in the United States. The results of the data analyses are presented in this chapter.

Resultant Sample

The IESCNS was administered to a total of 985 third, fourth, and fifth grade students within the four American Counseling Association (ACA) regions of the United States. When incomplete surveys were excluded, 970 usable student surveys remained. Surveys not retained included those partially completed by student participants (39 of the 46 IESCNS items; 80% or less answered). A description of the student sample by region, gender, grade, and race is depicted in Figures 4 through 13. The largest number of students in the sample lived in the Southern Region, which included students enrolled in elementary schools in Florida, Louisiana, Tennessee, and Texas ($N = 373$). The Western Region, which included 262 elementary school students from California, Idaho, Montana, Nevada, New Mexico, and Oregon, was the second largest group. The group of students

attending school in the Midwest Region was the smallest ($N = 128$), and the students from the North Atlantic Region were the second smallest group ($N = 207$).

The representation of the sample's gender was nearly equally divided within each geographic region, with a maximum gender difference of 15 subjects in the Southern Region (females = 194, males = 179). Females represented 51.1% of the total sample ($N = 496$). A large number of female student subjects were in the fifth grade ($N = 196$). The males and females in the third and fourth grade sample were comparably even, with a maximum difference of 20 subjects in the fourth grade (males = 169, females = 149).

As noted, 970 of the 985 IESCNS surveys taken by the student participants were considered "complete" and were used in the data analyses. Of this number, 631 were from subjects (64.9%) who were Caucasian. Of the 339 minority subjects, most were in the Western ($N = 151$) and Southern regions of the United States ($N = 142$). More Hispanic students ($N = 179$) were represented within the total minority subjects than any other minority group.

Across the four regions, the student subjects who identified their lunch status as "reduced paid" lunch ($N = 82$) were fewer in number than "paid" ($N = 508$) or "free" lunch ($N = 380$). Those subjects who indicated that they had full "paid" lunch were in the majority for every region except the Western Region, which had the majority of the subjects receiving "free" lunch. The total number of subjects by variable (gender, grade, race, and lunch status) and subject numbers represented by the four regions and twenty states are depicted in Figure 14.

Midwest 128																									
Females 69																									
3 rd 18													4 th 25												
W	B	H	A	N	O	W	B	H	A	N	O	W	B	H	A	N	O	W	B	H	A	N	O		
15	1	1		1		21	2				2	26						26							
P	R	F	P	R	F	P	R	F	P	R	F	P	R	F	P	R	F	P	R	F	P	R	F		
1	1	1		1		1	1	4			1	1	4				1	1	4						
4						6	2																		

Race: W = White B=Black H=Hispanic A=Asian N=Native American O = Other

Lunch Status: P=Paid R=Reduced F=Free

Figure 4.
Resulting Number of Midwest Females by Region x Gender x Race x Lunch Status

Midwest 128																			
Males 59																			
3 rd 16										4 th 14									
W	B	H	A	N	O	W	B	H	A	N	O	W	B	H	A	N	O		
13	1	1			1	11	2				1	26	1			2			
P	R	F	P	R	F	P	R	F	P	R	F	P	R	F	P	R	F		
9	1	3			1	7	2	2	1		1	1	4	4	1	1	1		
												8							

Race: W = White B=Black H=Hispanic A=Asian N=Native American O = Other

Lunch Status: P=Paid R=Reduced F=Free

Figure 5.
Resulting Number of Midwest Males by Region x Gender x Race x Lunch Status

North Atlantic 207																			
Females 104																			
3 rd 27					4 th 43					5 th 34									
W	B	H	A	N	O	W	B	H	A	N	O	W	B	H	A	N	O		
21	2	4				34	4	2	1		2	25	3	4	1		1		
P	R	F	P	R	F	P	R	F	P	R	F	P	R	F	P	R	F	P	R
1																			
7	4	1	1	4		2	2	5	3	1	2	1	1	1	1	3	1	1	
						7						1							

Race: W = White B=Black H=Hispanic A=Asian N=Native American O = Other
 Lunch Status: P=Paid R=Reduced F=Free

Figure 6.
Resulting Number of North Atlantic Females by Region x Gender x Race x Lunch Status

<u>Gender</u> Girls = 496 Boys = 474	<u>Grade</u> Third = 307 Fourth = 318 Fifth = 345	<u>Race</u> White = 631 Black = 100 Hispanic = 179 Asian = 12 Native American = 28 Other = 20	<u>Lunch Status</u> Paid = 508 Reduced = 82 Free = 380
<u>Midwest = 128</u> Illinois = 7 Indiana = 61 Michigan = 11 Oklahoma = 28 Wisconsin = 21	<u>North Atlantic = 207</u> Connecticut = 20 Massachusetts = 29 New Jersey = 31 Vermont = 29 New York = 98	<u>Southern = 373</u> Florida = 262 Louisiana = 21 Tennessee = 14 Texas = 76	<u>Western = 262</u> California = 79 Idaho = 56 Montana = 26 Nevada = 44 New Mexico = 30 Oregon = 27

- Number of represented States = 20
- Number of subjects completing a Piers Harris = 75
- Number of subjects completing an IESCNS Re-test = 40

Figure 14.

IESCNS Resulting Sample: N = 970

Problems in Administration and Characteristics of Respondents Who Did Not Participate Fully

The most common concern given by the school counselors who administered the IESCNS involved obtaining required parental consent prior to its administration. There also were difficulties with students returning consent forms, even when multiple copies were sent home. Some parents indicated that they did not give their permission because of the required statement on the consent form indicating that there were IESCNS items regarding drug use and appropriate and inappropriate touching. In addition, many IESCNS administrators indicated that obtaining permission from their school board or school administrator before soliciting parental consent was time consuming, and in some

cases, permission was not granted. Thus, some blank IESCNS surveys were returned to the researcher.

Another problem faced by the IESCNS administrators involved inadequate reading skills, especially among third grade subjects. Most administrators indicated that third graders had to have more items read aloud and explanations given to them than did fourth or fifth graders. Third graders also were reported to have more problems completing the demographic of the survey, especially when requested to indicate their lunch status. One school counselor recommended that bring lunch be added as a response choice. Compounding the problem was the fact that information on student lunch status is considered confidential and therefore could only be indicated by the individual student respondents completing the survey.

As noted, surveys rejected for data analyses included those only partially completed by 15 student participants. That is, those students who failed to complete 80%, or at least 39 items on the IESCNS, had their surveys excluded from the final data analyses. The majority of the students who responded partially failed to complete the 18 items on the third page or the 15 items on the fourth page of the survey. Because they did complete all the other items on the remaining pages, it can be assumed that at least some of them failed to see the third or fourth pages of the survey. The school counselors who administered the IESCNS were asked to check for incomplete surveys and to request that students complete them. However, apparently some were overlooked. A few students whose surveys were excluded had seven or more unmarked items spread sporadically throughout the four-page long IESCNS.

There also were a few students whose surveys had between one and seven items left unanswered. Some student respondents remarked that they did not complete a certain item because they did not understand it, felt uncomfortable with the topic, could not decide if they agreed or disagreed, or just wanted to hurry up and get finished. Because the researcher was unable to attend the individual administrations of the IESCNS and the partially responding students were diverse demographically, it is impossible to ascertain the exact characteristics of those students who responded only partially to the IESCNS and/or the reasons they did complete the survey fully.

Reliability

The results of computing statistical correlations among the initial IESCNS scores and the IESCNS re-test scores are discussed in this section. Prior to the discussion, however, characteristics of the participants in the reliability study are given.

Characteristics of Resulting Sample

In order to establish the reliability of the IESCNS, forty students from the Southern region completed the IESCNS a second time two weeks following the first administration. Eighteen of the subjects were males; two were members of a minority group. The remaining 22 subjects were female; two were ethnic minorities. The four ethnic minority subjects indicated having free lunch status in contrast to nine Caucasian subjects marking the free lunch status category. The remaining 27 Caucasian subjects indicated either reduced paid ($N = 6$) or paid lunch status ($N = 21$).

Fourteen of the students retaking the survey were fifth grade students, while 17 were fourth grade students. The smallest number of subjects among those retaking the survey were in the third grade group ($N = 9$).

Test-Retest Reliability

The test-retest reliabilities (coefficients of stability) for all IESCNS items are shown in Table 1. The correlations for 25 items were significant at the .01 level while eight correlations were significant at the .05 level. The remaining 12 correlations were not significant. The correlations for all items ranged from -.11 to .86, with a mean of .43, a median of .42, and a standard deviation of .17.

The test score reliability analyses for internal consistency of the total IESCNS survey results (N=970), the IESCNS re-test results (N=40), and a combination of the two (N=40) are given in Table 2. When the Cronbach's coefficient alpha formula was applied to the IESCNS score data, the internal consistency was .93. The internal consistency of the IESCNS re-test scores was .94 and of the combined initial and retest IESCNS scores was .95.

Concurrent Validity

The results of computing statistical correlations among the IESCNS items and scores on the Piers-Harris Self Concept Scale for Children (PHSCS) are discussed in this section. Prior to the discussion, a description of the sample for the PHSCS is given.

Characteristics of Resulting Sample

A total of 75 subjects completed the PHSCS in addition to the IESCNS. All 75 students were enrolled in a school located in the ACA Southern region. The subjects included 38 females (50.7%) and 37 males (49.3%). Ethnic minority races comprised 6.7% of the sample (9 subjects). The number of subjects representing each grade level

Table 1.

Test-Retest Reliabilities of IESCNS Items (Coefficient of Stability)

Counseling Needs Item #	r
1	.37*
2	.59**
3	.22
4	.65**
5	.65**
6	.38*
7	.42**
8	.57**
9	.69**
10	.47**
11	.51**
12	.50**
13	.50**
14	.67**
15	.58**
16	.28
17	.44**
18	.34*
19	.21
20	.26
21	.29
22	.37*
23	.14

Table 1—continued.

Counseling Needs Item #	r
24	.61**
25	.61**
26	.37*
27	-.11
28	.36*
29	.29
30	.42**
31	.51**
32	.21
33	.33*
34	.60**
35	.25
36	.60**
37	.43**
38	.39*
39	.26
40	.86**
41	.46**
42	.24
43	.41**
44	.42**
45	.33
46	.67**

All Items

Mean = .43 S. D. = .18 Range = -.11 to .86

** p < .01

* p < .05

Table 2.
Internal Consistency (Cronbach's Coefficient Alpha)

Test	Internal Consistency
IESCNS (N=970)	.93
IESCNS Re-test (N=40)	.94
IESCNS & IESCNS Re-test (N=40)	.95

was divided almost evenly with 22 subjects in third grade, 24 in fourth grade, and 29 in fifth grade, respectively. Thirty-six of the subjects indicated a paid lunch status, 29 free lunch status, and ten reduced lunch status.

Correlations Between the PHSCS and the IESCNS Items

Each of the six PHSCS Scales was correlated with each of the 46 IESCNS items to determine the level of item concurrent validity. A total of 49 (18%) of these correlations were found to be statistically significant. In addition, the PHSCS total score was correlated with each of the 46 IESCNS items. In this specific analysis, 12 of the 46 correlations (26%) were statistically significant. Eight of the 12 correlations were determined to be statistically significant at the .01 level. All but one of the statistically significant correlations were negative. The PHSCS subscale correlations are discussed in the following paragraphs.

Correlations between the PHSCS Behavior scale and the IESCNS items ranged from -.39 to .16 (.55 difference), with a mean correlation of -.10 and a standard deviation of .14. As shown in Table 3, five of the correlations were significant at the .01 level and two were significant at the .05 level. Two of the 14 academic need item correlations found on the IESCNS were significant at the .01 level, while none of the career need item

Table 3.

Correlation Between IESCNS and PHSCS (Concurrent Validity)

Item Number	PHSCS Behavior	PHSCS Intellectual & School Status	PHSCS Physical Appearance & Attributes	PHSCS Anxiety	PHSCS Popularity	PHSCS Happiness & Satisfaction	Total Score
1	.04	-.06	-.19	-.10	-.18	-.06	-.08
2	-.14	.02	-.19	-.01	-.02	-.22	-.12
3	.05	.02	-.13	.09	.07	-.07	.05
4	-.07	-.09	-.10	-.07	-.10	-.13	-.06
5	-.37**	-.38**	-.14	-.18	-.23*	-.26*	-.33**
6	.07	.13	-.01	.05	.09	.01	.08
7	-.16	-.22	-.28*	-.28*	-.23	-.25*	-.30**
8	-.20	-.09	-.11	-.10	.07	-.21	-.14
9	-.17	-.18	-.03	-.10	-.11	-.18	-.15
10	-.17	-.22	-.29*	-.13	-.08	-.21	-.22
11	-.31**	-.34**	-.29*	-.41**	-.34**	-.44**	-.45**
12	-.15	-.03	-.08	.06	.01	.03	-.05
13	-.12	-.05	-.12	-.09	-.07	-.10	-.18
14	.01	-.06	-.05	-.09	-.06	-.04	-.06
15	-.05	-.01	.01	.01	-.03	-.07	-.03
16	-.22	-.14	-.11	-.03	-.03	-.11	-.14
17	.08	.03	-.07	-.01	-.10	-.07	-.04
18	-.20	-.22	-.47**	-.25*	-.20	-.39**	-.36**
19	-.07	-.14	.01	-.21	-.13	-.11	-.17
20	.09	.01	.15	-.12	-.03	.07	.03
21	.16	-.02	-.08	.15	.09	.01	.07
22	-.37**	-.41**	-.37**	-.44**	-.46**	-.53**	-.50**
23	-.12	-.28*	-.33**	-.33**	-.22	-.36**	-.36**
24	-.16	-.05	-.28*	-.36**	-.28*	-.46**	-.29*

correlations yielded statistical significance. Three of the 25 personal/social need item correlations were significant at the .01 level and two were significant at the .05 level.

The range of correlations between the PHSCS Intellectual and School Status scale and the IESCNS items was from -.41 to .13. The mean correlation was -.10, with a standard deviation of .12. Five of the correlations were statistically significant: three at the .01 level and two at the .05 level. Two of the 14 academic need item correlations were significant at the .01 level, while none of the career need item correlations were statistically significant. One of the 25 personal/social need item correlations was statistically significant at the .01 level and two had statistical significance at the .05 level.

The correlations between the PHSCS Physical Appearance and Attributes scale and the IESCNS items ranged from -.47 to .15, with a mean of -.12 (S.D. = .14). Twelve of the 46 correlations were statistically significant, (four at the .01 level and eight at the .05 level). Of the 12 statistically significant item correlations, three were in the academic need section, one in the career need section, and eight in the personal/social need section of the IESCNS.

The mean correlation for the PHSCS Anxiety scale with the IESCNS items was -.09 (S.D. = .14). The correlations had a range of .67, from a minimum of -.44 to a maximum of .23. Nine of the correlations were statistically significant, four at the .01 level and five at the .05 level, with only one (item 43) having a positive correlation. Two of the academic need item, one of the career need item, and six of the personal/social need item correlations were found to be statistically significant.

The correlations between the PHSCS Popularity scale and the IESCNS items ranged from -.46 and .18, with a mean of -.07 and standard deviation of .13. Five of the

correlations were found to be statistically significant, two at the .01 level and three at the .05 level. None of the career need item correlations were significant, while two academic need item and three personal/social need item correlations were significant at the .05 level.

The range of correlations between the PHSCS Happiness scale and the IESCNS was from $-.53$ to $.15$, with a mean of $-.14$. The standard deviation ($.17$) was the highest of all the PHSCS subscales. Twelve of the correlations were statistically significant, nine at the .01 level and three more at the .05 level. Three of the 14 academic need item correlations were statistically significant, while one of the career need item correlations indicated statistical significance. Seven of the eight statistically significant personal/social need item correlations were significant at the .01 level.

Among the correlations found between all the PHSCS subscale scores with the 46 IESCNS items, 14 had statistically significant correlations throughout the various subscales. Twelve of those 14 item correlations also were statistically significant when correlated with the PHSCS total score. Two PHSCS scales, Physical Appearance and Attributes and Happiness, had the highest number (12) of statistically significant correlations with IESCNS items. The PSCHS scales having the least number of statistically significant correlations were Intellectual and School Status and Popularity, each with five.

Two of the IESCNS items, 11 and 22, had statistically significant correlations across all PHSCS subscales. Item 22, when correlated with the PHSCS Happiness subscale scores, had the largest magnitude ($-.53$) among all the correlations in Table 3. The correlations for item 37 revealed a statistically significant correlation with five of the

six PHSCS subscales. The PHSCS Popularity scale, when correlated with item number 37, did not achieve statistical significance.

Four of the item correlations of the IESCNS with the PHSCS scales were found to be statistically significant for four of the scales. The correlations for item five achieved statistical significance with the Behavior, Intellectual and School Status, Popularity, and Happiness scales. The correlations among item 23 and the Intellectual and School Status, Physical Appearance and Attributes, Anxiety, and Happiness scales also were statistically significant. The correlations of both items 24 and 42 with the PHSCS Physical Appearance and Attributes, Anxiety, Popularity, Happiness scales were all statistically significant.

Four IESCNS items (7, 18, 36, and 41) had statistically significant correlations with three PHSCS scales. Items 7 and 18 correlated significantly with the Physical Appearance and Attributes, Anxiety, and Happiness scales, and items 36 and 41 correlated significantly with the Behavior, Physical Appearance and Attributes, and Happiness scales. IESCNS item 35 achieved statistical significance at the .05 level when correlated with two of the PHSCS scales: Physical Appearance and Attributes and Happiness.

IESCNS items 10, 26, and 43 were found to be significantly correlated with only one of the various PHSCS scales and were not found to be significantly correlated with the PHSCS total score. These three items were the only IESCNS items that had statistically significant PHSCS subscale correlations and did not reveal a statistically significant correlation with the PHSCS total score.

Item Analyses

The results of analyzing the individual IESCNS items in terms of means and standard deviations are given in this section.

Means and Standard Deviations of Items

Table 4 shows the means and standard deviations for each of the IESCNS items. The summaries at the end of the table show the average mean and standard deviation for the academic, career, and personal/social need items, respectively. The means for the academic need items ranged from 1.38 to 1.85, with a mean of 1.60, a median of 1.58, and a standard deviation of .12. The means for the career need items ranged from 1.36 to 1.79, with a mean of 1.49, a median of 1.40, and a standard deviation of .16. The means for the personal/social need items ranged from 1.24 to 2.16, with a mean and median of 1.56, and a standard deviation of mean scores of .23. The mean and median of the mean scores for all items were 1.56 (S.D. = .19) and 1.57, respectively.

The mean score for IESCNS item 25 was 2.16 (S. D. = 1.05). This was the highest mean score for any of the items. The next highest mean scores were for items 26 (mean = 2.08, S. D. = 1.02), 10 (mean = 1.85, S. D. = .84), 7 (mean = 1.79, S. D. = .95), and 18 (mean = 1.79, S. D. = .77). The lowest mean scores found were for items 28 and 46. The mean score for each of these items was 1.24 and the standard deviations were .55 and .64, respectively. These were also the lowest standard deviations found for any of the IESCNS items, except item 43. The next lowest mean score was 1.30 for item 27 (S. D. = .62), which was followed by a mean of 1.32 for item 40 (S.D. = .69). A mean of 1.36 was calculated for items 21, 43, and 45, with standard deviations of .62, .63, and .71, respectively.

Table 4.
Mean and Standard Deviation of IESCNS Items

Item #	Mean	Standard Deviation
1	1.55	.67
2	1.57	.73
3	1.57	.58
4	1.49	.68
5	1.66	.72
6	1.59	.72
7	1.79	.95
8	1.38	.61
9	1.58	.76
10	1.85	.84
11	1.52	.68
12	1.67	.83
13	1.69	.82
14	1.56	.79
15	1.40	.67
16	1.56	.70
17	1.60	.77
18	1.79	.77
19	1.37	.62
20	1.38	.67
21	1.36	.63
22	1.42	.73
23	1.56	.76
24	1.63	.88
25	2.16	1.05
26	2.08	1.02

Table 4—continued

Item #	Mean	Standard Deviation
27	1.30	.62
28	1.24	.55
29	1.59	.73
30	1.42	.72
31	1.44	.70
32	1.60	.82
33	1.46	.75
34	1.74	.81
35	1.69	.80
36	1.76	.84
37	1.58	.75
38	1.69	.86
39	1.51	.75
40	1.32	.69
41	1.37	.65
42	1.71	.86
43	1.36	.62
44	1.68	.83
45	1.36	.71
46	1.24	.64

<u>Item #'s 1-14 Academic Needs</u>		<u>Item #'s 15-21 Career Needs</u>	
Mean	1.60	Mean	1.49
S.D. of mean scores	.12	S.D. of mean scores	.16
Range of means	1.38 - 1.85 (.47)	Range of means	1.36 - 1.79 (.43)
Range of S.D.	.58 - .95 (.37)	Range of S.D.	.62 - .77 (.15)
<u>Item #'s 22-46 Personal/Social Needs</u>		<u>All Items</u>	
Mean	1.56	Mean	1.56
S.D. of mean scores	.23	S.D. of mean scores	.19
Range of means	1.24 - 2.16 (.92)	Range of means	1.24 - 2.16 (.92)
Range of S.D.	.55 - 1.05 (.50)	Range of S.D.	.55 - 1.05 (.50)

Factor Analyses

Intercorrelations were computed among all items and are shown in Table 5. These correlations ranged from $-.02$ to $.56$, with a mean of $.23$. Descriptive statistics were calculated based on the intercorrelations among the items of each need area (Table 6). Academic need intercorrelations (items 1 through 14) ranged from $.12$ to $.41$, with a mean of $.24$, and career need intercorrelations (items 15 through 21) ranged from $.15$ to $.41$, with a mean of $.22$. All the academic need and career need item intercorrelations were statistically significant at the $.01$ level. The personal/social need item intercorrelations ranged from $-.01$ to $.56$, with a mean of $.24$. All the intercorrelations calculated within the personal/social need items were significant at the $.01$ level, except six correlations associated with item 40. Two of these six intercorrelations were significant at the $.05$ level and the remaining four correlations were not statistically significant.

Descriptive statistics were calculated for the intercorrelations obtained among each of the three need areas. The intercorrelations between the academic need items and the career need items ranged from $.12$ to $.45$, all statistically significant, with a mean of $.23$. A mean of $.22$ was calculated from the intercorrelations between career need and personal/social need items, with a range of $.04$ to $.41$. A mean of $.21$ was computed from the intercorrelations between the academic need and the personal social need items, with a range of $-.02$ and $.36$. The intercorrelations between the personal/social need and the other two need areas were not statistically significant at the $.01$ level. Two of these intercorrelations were significant at the $.05$ level and seven

Table 5.

Intercorrelations of IESCNS Items

Item #	1	2	3	4	5	6	7	8	9	10	11	12
1		.22**	.23**	.28**	.25**	.21**	.22**	.25**	.18**	.23**	.41**	.24**
2			.24**	.33**	.13**	.26**	.21**	.36**	.19**	.29**	.16**	.30**
3				.29**	.17**	.31**	.16**	.26**	.18**	.25**	.23**	.26**
4					.20**	.28**	.23**	.35**	.25**	.31**	.20**	.32**
5						.15**	.17**	.25**	.16**	.19**	.33**	.21**
6							.13**	.30**	.18**	.33**	.17**	.22**
7								.12**	.13**	.26**	.26**	.23**
8									.16**	.23**	.29**	.22**
9										.23**	.17**	.30**
10											.24**	.27**
11												.24**
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												

** p < .01 * p < .05

Table 5—continued.

Item #	13	14	15	16	17	18	19	20	21	22	23	24
1	.30**	.22**	.19**	.17**	.22**	.25**	.33**	.22**	.27**	.34**	.35**	.28**
2	.24**	.21**	.30**	.24**	.21**	.22**	.20**	.16**	.29**	.26**	.16**	.24**
3	.24**	.21**	.24**	.21**	.24**	.18**	.23**	.23**	.31**	.31**	.27**	.25**
4	.28**	.22**	.25**	.20**	.23**	.24**	.24**	.21**	.28**	.24**	.32**	.25**
5	.23**	.28**	.16**	.21**	.24**	.16**	.20**	.15**	.20**	.18**	.25**	.18**
6	.23**	.24**	.22**	.17**	.12**	.23**	.22**	.23**	.23**	.19**	.22*	.22*
7	.26**	.15**	.15**	.15**	.17**	.22**	.20**	.12**	.16**	.17**	.25**	.22**
8	.29**	.25**	.21**	.19**	.32**	.19**	.18**	.28**	.30**	.29**	.20**	.24**
9	.22**	.19**	.22**	.19**	.20**	.12**	.18**	.20**	.28**	.17**	.24**	.17**
10	.32**	.25**	.25**	.27**	.26**	.29**	.25**	.18**	.26**	.30**	.28**	.28**
11	.28**	.27**	.22**	.22**	.24**	.27**	.31**	.22**	.25**	.27**	.33**	.28**
12	.28**	.21**	.29**	.28**	.26**	.25**	.29**	.16**	.31**	.15**	.23**	.16**
13		.30**	.19**	.21**	.26**	.45**	.27**	.18**	.23**	.21**	.31**	.26**
14			.22**	.23**	.25**	.22**	.27**	.20**	.22**	.25**	.28**	.23**
15				.25**	.16**	.23**	.18**	.15**	.41**	.20**	.23**	.23**
16					.21**	.25**	.25**	.16**	.34**	.22**	.25**	.19**
17						.20**	.23**	.21**	.26**	.25**	.29**	.28**
18							.19**	.16**	.18**	.16**	.33**	.24**
19								.21**	.25**	.29**	.33**	.22**
20									.22**	.20**	.23**	.14**
21										.23**	.25**	.25**
22											.34**	.56**
23												.30**
24												
25												

** p < .01

* p < .05

Table 5—continued

Item #	25	26	27	28	29	30	31	32	33	34	35	36
1	.13**	.17**	.25**	.25**	.27**	.16**	.28**	.18**	.26**	.22**	.31**	.25**
2	.20**	.22**	.26**	.14**	.25**	.28**	.23**	.18**	.25**	.31**	.27**	.28**
3	.22**	.13**	.23**	.26**	.24**	.24**	.24**	.17**	.27**	.19**	.21**	.24**
4	.21**	.21**	.28**	.19**	.28**	.23**	.29**	.23**	.22**	.27**	.25**	.26**
5	.14**	.19**	.21**	.15**	.27**	.21**	.16**	.15**	.25**	.18**	.25**	.16**
6	.27**	.17**	.27**	.20**	.27**	.19**	.25**	.19**	.23**	.23**	.21**	.21**
7	.10**	.19**	.16**	.15**	.21**	.15**	.23**	.11**	.16**	.25**	.22**	.23**
8	.20**	.24**	.36**	.21**	.30**	.27**	.28**	.22**	.29**	.22**	.31**	.29**
9	.13**	.17**	.22**	.16**	.22**	.19**	.21**	.11**	.17**	.14**	.14**	.17**
10	.28**	.24**	.22**	.17**	.36**	.21**	.22**	.22**	.29**	.30**	.27**	.24**
11	.15**	.26**	.21**	.21**	.32**	.27**	.21**	.22**	.27**	.26**	.32**	.28**
12	.21**	.19**	.22**	.20**	.30**	.21**	.23**	.16**	.17**	.29**	.31**	.24**
13	.21**	.22**	.23**	.18**	.32**	.24**	.28**	.13**	.22**	.24**	.25**	.29**
14	.20**	.16**	.29**	.14**	.29**	.27**	.22**	.16**	.24**	.19**	.27**	.21**
15	.18**	.24**	.29**	.24**	.26**	.20**	.25**	.15**	.23**	.26**	.26**	.19**
16	.19**	.14**	.18**	.18**	.28**	.22**	.19**	.21**	.23**	.23**	.21**	.24**
17	.21**	.20**	.22**	.15**	.41**	.25**	.25**	.27**	.33**	.23**	.27**	.25**
18	.22**	.20**	.19**	.17**	.23**	.20**	.24**	.15**	.22**	.30**	.28**	.34**
19	.18**	.15**	.28**	.32**	.30**	.31**	.27**	.21**	.30**	.23**	.23**	.20**
20	.13**	.17**	.31**	.39**	.25**	.22**	.26**	.15**	.20**	.13**	.14**	.17**
21	.16**	.23**	.35**	.34**	.28**	.21**	.30**	.24**	.23**	.31**	.25**	.26**
22	.21**	.18**	.24**	.22**	.36**	.36**	.25**	.23**	.38**	.17**	.21**	.24**
23	.22**	.21**	.30**	.19**	.39**	.32**	.28**	.22**	.36**	.25**	.30**	.26**
24	.19**	.23**	.19**	.21**	.30**	.27**	.24**	.19**	.34**	.23**	.20**	.23**
25		.19**	.18**	.10**	.24**	.20**	.19**	.17**	.19**	.19**	.18**	.24**

** $p < .01$ * $p < .05$

Table 5—continued.

Item #	37	38	39	40	41	42	43	44	45	46
1	.30**	.17**	.28**	.14**	.24**	.18**	.21**	.24**	.16**	.17**
2	.25**	.22**	.20**	.06	.27**	.16**	.20**	.24**	.13**	.11**
3	.19**	.25**	.22**	.10**	.18**	.16**	.26**	.22**	.15**	.20**
4	.22**	.22**	.21**	.09**	.22**	.17**	.21**	.29**	.14**	.16**
5	.23**	.11**	.13**	.14**	.22**	.09**	.16**	.17**	.08*	.14**
6	.18**	.33**	.19**	.12**	.19**	.22**	.25**	.21**	.12**	.13**
7	.17**	.15**	.11**	-.02	.13**	.20**	.12**	.16**	.07*	.11**
8	.31**	.26**	.21**	.10**	.36**	.18**	.22**	.26**	.20**	.21**
9	.14**	.11**	.13**	.10**	.17**	.12**	.16**	.17**	.17**	.16**
10	.24**	.28**	.20**	.10**	.22**	.22**	.24**	.27**	.16**	.11**
11	.32**	.20**	.28**	.09**	.27**	.16**	.25**	.29**	.13**	.18**
12	.25**	.24**	.19**	.04	.17**	.13**	.22**	.24**	.15**	.17**
13	.21**	.23**	.17**	.04	.24**	.19**	.23**	.27**	.13**	.19**
14	.15**	.21**	.17**	.06	.17**	.19**	.14**	.23**	.15**	.15**
15	.20**	.22**	.19**	.05	.20**	.12**	.22**	.21**	.13**	.11**
16	.17**	.22**	.15**	.10**	.13**	.15**	.23**	.18**	.10**	.13**
17	.29**	.26**	.17**	.09**	.23**	.13**	.28**	.29**	.14**	.11**
18	.23**	.24**	.14**	.04	.20**	.18**	.25**	.30**	.17**	.15**
19	.22**	.13**	.28**	.20**	.27**	.19**	.26**	.21**	.20**	.23**
20	.22**	.13**	.27**	.15**	.25**	.19**	.20**	.18**	.24**	.28**
21	.23**	.22**	.23**	.13**	.24**	.11**	.24**	.23**	.22**	.16**
22	.28**	.25**	.27**	.15**	.27**	.23**	.24**	.34**	.15**	.18**
23	.28**	.20**	.29**	.12**	.29**	.19**	.28**	.32**	.17**	.21**
24	.24**	.23**	.18**	.06	.20**	.20**	.22**	.32**	.10**	.11**
25	.17**	.27**	.19**	.06	.14**	.23**	.22**	.23**	.10**	.14**

** p < .01

*p < .05

Table 5—continued.

Item #	26	27	28	29	30	31	32	33	34	35	36	37
26		.19**	.16**	.27**	.20**	.22**	.20**	.14**	.29**	.28**	.27**	.30**
27			.41**	.33**	.30**	.42**	.25**	.26**	.23**	.23**	.20**	.23**
28				.19**	.22**	.34**	.19**	.19**	.19**	.17**	.23**	.17**
29					.32**	.31**	.24**	.40**	.28**	.35**	.27**	.32**
30						.23**	.39**	.28**	.24**	.27**	.21**	.26**
31							.22*	.31**	.22**	.27**	.25**	.34**
32								.24**	.31**	.25**	.25**	.24**
33									.23**	.31**	.27**	.31**
34										.46**	.37**	.34**
35											.49**	.40**
36												.30**
37												
38												
39												
40												
41												
42												
43												
44												
45												
46												

** p < .01

*p < .05

Table 5—continued.

Item #	38	39	40	41	42	43	44	45	46
26	.18**	.18**	-.01	.21**	.13**	.11**	.30**	.15**	.09**
27	.21**	.30**	.28**	.35**	.14**	.33**	.30**	.37**	.31**
28	.17**	.26**	.21**	.30**	.13**	.30**	.23**	.27**	.27**
29	.28**	.25**	.06	.34**	.19**	.30**	.30**	.20**	.16**
30	.17**	.22**	.11**	.28**	.15**	.31**	.30**	.17**	.19**
31	.21**	.29**	.17**	.28**	.20**	.33**	.27**	.35**	.28**
32	.22**	.22**	.18**	.26**	.18**	.30**	.26**	.15**	.14**
33	.23**	.26**	.18**	.26**	.19**	.28**	.32**	.26**	.19**
34	.33**	.24**	.09**	.27**	.22**	.22**	.27**	.13**	.07*
35	.37**	.30**	.06*	.30**	.20**	.26**	.31**	.16**	.14**
36	.32**	.25**	.07*	.26**	.21**	.27**	.31**	.13**	.12**
37	.27**	.33*	.05	.32**	.23**	.29**	.29**	.24**	.17**
38		.23**	.13**	.29**	.26**	.29**	.32**	.13**	.10**
39			.16**	.29**	.25**	.28**	.24**	.30**	.25**
40				.24**	.10**	.23**	.18**	.29**	.24**
41					.18**	.31**	.30**	.29**	.24**
42						.20**	.18**	.19**	.13**
43							.34**	.26**	.32**
44								.20**	.21**
45									.38**
46									

** p < .01

*p < .05

Table 6.
Descriptive Statistics of Inter correlations Within and Between Need Areas

Need Area	Mean	Range	Minimum	Maximum
Academic Items	.24	.29	.12	.41
Career Items	.22	.26	.15	.41
Personal/Social Items	.24	.57	-.01	.56
Academic Items Correlated with Career Items	.23	.33	.12	.45
Academic Items Correlated with Personal/Social Items	.21	.38	-.02	.36
Career Items Correlated with Personal/Social Items	.22	.37	.04	.41

Determination of the best solution for a factor analysis involves judicious consideration of both empirical and intuitive criteria (Airasian & Gay, 1999). For example, a typical starting point is to consider retention of factors having eigenvalues greater than 1.00 (i.e., to apply the Kaiser criterion). For the IESCNS data, application of this criterion would have resulted in retention of nine factors that would have accounted for 48.03% of the total factor variance. However, using a Kaiser criterion is not considered appropriate for this study because the IESCNS has more than 30 indicators or items (Stevens, 1992). Therefore, examination of the scree plot (figure 15), a graphical method of factor analysis, was considered more effective (Gorsuch, 1983).

To determine the number of factors, a scree plot was used to display graphically the relationship between eigenvalues and factors. The cutoff point for factor extraction is placed at the elbow of the graph. Typically, the elbow is located where the rate of change

in eigenvalue variances drops precipitously, resulting in a consistency of negligible eigenvalue variances for subsequent factors. Inspection of the scree plot clearly suggests a rapid decrease in the rate of factor variance accumulation after the third factor. Therefore, initially, application of this data suggested a three-factor solution would be best. These three factors accounted for 32.21% of the total factor variance. The factor loadings for the three-factor solution are shown in Table 8 and the corresponding cumulative variance percentages are shown in Table 7.

Another aspect of finding the best solution for a factor analysis is consideration of factor independence. That is, to what extent are the factors being considered for retention interrelated? Factor independence usually is evaluated through consideration of the correlation between factors following an oblique rotation of the initial factor structure.

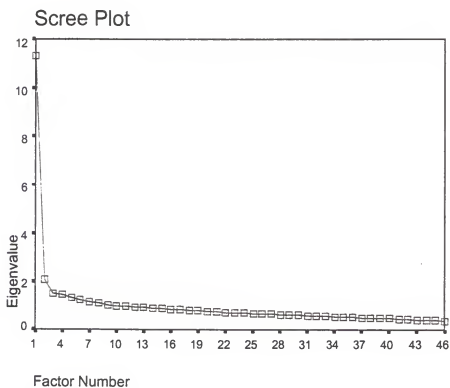
For the three factor solution shown in Table 8, the correlation between factors I and II was .65, the correlation between factors I and III was .74, and the correlation between factors II and III was .64. These inter-factor correlations, in conjunction with the inter-item correlations shown in Table 5, suggest a high level of interrelatedness among the factors, which in turn suggests a lack of psychometric differentiation.

A third aspect of finding the best solution for a factor analysis is determination of which items load most appropriately on which factor(s). Although various criteria can be applied, it is common to assign an item to a factor if the magnitude of the item's factor loading is at least .40. Items were deleted for a conservative cutoff of .40 to capture the loading saliency of the construct (Lautenschlager, 1989). Application of this criterion to the three factor solution reveals that 12 of the items load on all three factors, 12 of the

Table 7.

First Nine Eigenvalues, Proportions of Variance, and Cumulative Proportions of Variance Accounted for by the Factors

Factor	Total Eigenvalue	% of Variance	Cumulative %
1	11.28	24.53	24.53
2	2.05	4.46	28.99
3	1.48	3.22	32.21
4	1.45	3.15	35.36
5	1.33	2.89	38.25
6	1.23	2.68	40.93
7	1.14	2.47	43.40
8	1.10	2.39	45.79
9	1.03	2.24	48.03

Figure 15.

Scree Plot

Table 8.
Factor Loadings for the Three Factor Solution

Item Number	Factor 1	Factor 2	Factor 3
1	.45	.39	.49
2	.51	.32	.37
3	.43	.38	.43
4	.51	.37	.42
5	.37	.29	.39
6	.45	.35	.37
7	.38	.20	.32
8	.51	.44	.44
9	.36	.31	.30
10	.52	.32	.47
11	.48	.36	.50
12	.53	.33	.34
13	.52	.33	.45
14	.43	.32	.43
15	.47	.34	.33
16	.43	.29	.37
17	.47	.34	.47
18	.50	.29	.38
19	.42	.46	.48
20	.34	.49	.35
21	.52	.45	.39
22	.40	.39	.70
23	.50	.42	.58

Table 8—continued.

Item Number	Factor 1	Factor 2	Factor 3
24	.42	.29	.62
25	.40	.26	.34
26	.45	.26	.33
27	.46	.66	.41
28	.37	.56	.34
29	.56	.43	.58
30	.43	.42	.50
31	.48	.56	.43
32	.41	.37	.38
33	.45	.44	.57
34	.59	.31	.35
35	.62	.35	.41
36	.57	.33	.39
37	.52	.41	.44
38	.50	.32	.37
39	.41	.49	.39
40	.14	.42	.20
41	.45	.55	.43
42	.35	.29	.32
43	.45	.53	.43
44	.50	.43	.50
45	.29	.58	.26
46	.26	.55	.29

items load on two factors, and 15 items load on one factor. Here too the interrelatedness of the factor structure is evident.

Because of the evident interrelatedness among the factors in the three-factor solution, it was rejected as the best solution. Subsequently, a two-factor solution was examined in the same way. That is, the inter-factor correlation and the respective item loadings were determined for the two-factor solution. While there was found a somewhat clearer pattern of factor loadings, the inter-factor correlation was still high at .68. Therefore, the two-factor solution also was rejected.

The one-factor solution, as shown in Table 9, appears to be best for the data from this administration of the IESCNS. This factor accounts for 24.58% of the total factor variance. Seven items (7, 9, 25, 40, 42, 45, and 46) do not meet the minimum .40 factor loading criterion.

Analyses of Variance for IESCNS Item Means

A one-way analysis of variance was completed for each of the IESCNS items across the five demographic categories described following. Because the factor analysis indicated that the IESCNS had one primary factor and therefore did not contribute to subscale development as anticipated, it was decided to use item level ANOVAs to determine the differences between the subgroups and the items which related to the three theoretical constructs (academic, career, or personal/social). Table 10 provides a summary of these ANOVAs and shows the F ratios for each of the IESCNS items for each of the demographic items. To ensure that the familywise (FW) Type I error remained at a reasonable level a Bonferroni adjustment was made by dividing the alpha

Table 9.

Factor Loadings for each IESCNS Item for the Primary Factor Retained

Item Number	Factor Loading
1	.50
2	.48
3	.47
4	.51
5	.40
6	.46
7	.36
8	.53
9	.37
10	.52
11	.52
12	.48
13	.51
14	.45
15	.45
16	.43
17	.49
18	.47
19	.50
20	.42
21	.52
22	.53
23	.56

Table 9—continued

Item Number	Factor Loading
24	.49
25	.39
26	.41
27	.55
28	.45
29	.60
30	.50
31	.54
32	.44
33	.54
34	.51
35	.55
36	.52
37	.53
38	.47
39	.47
40	.25
41	.52
42	.37
43	.52
44	.54
45	.38
46	.37

Table 10.
Summary of F Ratios for One-way Analyses of Variance for IESCNS and Demographic Items

Item # (need area)	Grade	Gender	Region	Race	Lunch
1 (academic)	7.27*	1.10	7.11*	1.22	.86
2 (academic)	13.52*	15.34*	12.36*	4.48*	5.24
3 (academic)	.49	2.38	1.81	.37	1.24
4 (academic)	4.0	5.59	3.56	2.68	1.23
5 (academic)	.93	2.66	.43	1.38	5.39
6 (academic)	4.09*	12.05*	.77	1.84	.40
7 (academic)	2.45	1.78	12.24*	2.08	6.20
8 (academic)	2.76	26.26*	2.54	1.50	.02
9 (academic)	.59	.77	1.06	1.22	.91
10 (academic)	6.45	4.88	2.91	1.76	3.66
11 (academic)	2.17	.46	5.24*	1.40	2.38
12 (academic)	7.35*	.16	1.92	3.41	2.10
13 (academic)	9.82*	.13	1.58	.54	.66
14 (academic)	8.18*	.09	1.35	1.29	.91
15 (career)	3.46	2.21	4.29	1.85	4.51
16 (career)	3.45	1.70	.62	.65	11.89*
17 (career)	4.56	.00	.67	2.31	1.73
18 (career)	12.57*	.01	6.06*	1.70	3.49
19 (career)	2.54	.13	1.82	.66	1.71
20 (career)	4.58	7.77	.95	1.00	2.44
21 (career)	.15	3.24	2.35	1.40	5.40
22 (personal/social)	6.55*	.03	4.76	.52	2.35
23 (personal/social)	2.62	7.21	3.83	.87	2.96

Table 10—continued

Item # (need area)	Grade	Gender	Region	Race	Lunch
24 (personal/social)	9.17*	.71	6.00*	2.34	4.80
25 (personal/social)	4.77	19.22*	.98	1.05	1.41
26 (personal/social)	4.17	2.08	2.28	.60	.74
27 (personal/social)	1.11	11.83*	.38	.92	.98
28 (personal/social)	1.27	3.71	4.85	1.02	2.54
29 (personal/social)	3.72	.43	1.80	1.24	.31
30 (personal/social)	5.67	.44	2.16	.75	3.26
31 (personal/social)	1.82	5.02	.44	.26	1.55
32 (personal/social)	4.42	.56	2.56	.98	.47
33 (personal/social)	1.32	.90	1.19	1.36	.99
34 (personal/social)	8.67*	1.74	1.78	2.35	6.90*
35 (personal/social)	9.04*	.36	2.90	2.12	1.63
36 (personal/social)	10.92*	2.46	3.74	1.56	3.59
37 (personal/social)	7.30*	1.61	.72	1.28	.15
38 (personal/social)	10.91*	10.27*	1.10	1.24	.34
39 (personal/social)	1.20	9.04	3.19	.54	1.74
40 (personal/social)	14.94*	9.05	3.86	2.07	5.76
41 (personal/social)	.75	10.99*	.40	.39	1.69
42 (personal/social)	2.61	.78	4.37	3.52	1.76
43 (personal/social)	2.41	5.01	1.39	1.51	1.50
44 (personal/social)	10.15*	2.52	1.14	.55	4.23
45 (personal/social)	6.36	18.64*	5.40*	1.10	2.59
46 (personal/social)	8.54*	5.44	1.09	2.74	8.05*

* $p < .001$

level of .05 by the number of correlations (46). Statistical significance was achieved when the p-value was compared to an adjusted alpha level of .001.

The sampling methodology, discussed in Chapter III, encompassed five major variables: grade, gender, region, race, and lunch status. While the differences that were found to exist among members of the various demographic groups may have a high degree of practical significance, these results are of lesser value in relation to the psychometric development of the instrument. Therefore, the following paragraphs provide only brief summaries of the major findings as they concern each of the five demographic variables.

The ANOVAs calculated on the basis of the respondents' grade level resulted in statistically significant F ratios for 16 items, all of which were statistically significant at the .001 level. This was the greatest number of statistically significant F ratios found among the five demographic variables. Of the 14 academic need items found on the IESCNS, five revealed statistically significant F ratios. One of the seven career need items and ten of the 25 personal/social need item correlations were found to have statistically significant F ratios. The fifth grade participants obtained the highest mean scores for 14 of the statistically significant correlations, while third grade participants generally received the lowest means scores for the 46 IESCNS items (Table 11). Items 40, and 46 had the only statistically significant correlations in which the mean scores for third grade participants were the highest of the three grade levels surveyed.

A total of eight F ratios were statistically significant for gender, all at an alpha level of .001. All of the IESCNS items found to be statistically significant were

Table 11.
Item Means and Standard Deviations by Grade

Item #	Third	Fourth	Fifth
1	1.44 (.67)	1.57 (.65)	1.63 (.67)
2	1.46 (.68)	1.51 (.72)	1.73 (.76)
3	1.31 (.59)	1.30 (.56)	1.34 (.61)
4	1.42 (.73)	1.47 (.63)	1.57 (.67)
5	1.65 (.75)	1.70 (.71)	1.62 (.70)
6	1.50 (.72)	1.58 (.75)	1.66 (.70)
7	1.83 (1.08)	1.69 (.94)	1.84 (.84)
8	1.33 (.59)	1.37 (.60)	1.44 (.64)
9	1.61 (.86)	1.54 (.69)	1.59 (.72)
10	1.72 (.86)	1.86 (.87)	1.95 (.78)
11	1.46 (.75)	1.51 (.62)	1.57 (.68)
12	1.57 (.79)	1.62 (.82)	1.80 (.84)
13	1.55 (.79)	1.67 (.80)	1.83 (.86)
14	1.45 (.78)	1.51 (.69)	1.69 (.88)
15	1.36 (.65)	1.36 (.63)	1.48 (.71)
16	1.54 (.75)	1.49 (.61)	1.63 (.71)
17	1.49 (.76)	1.63 (.75)	1.66 (.78)
18	1.68 (.81)	1.72 (.72)	1.95 (.76)
19	1.36 (.68)	1.31 (.57)	1.42 (.62)
20	1.43 (.74)	1.28 (.55)	1.41 (.71)
21	1.38 (.70)	1.36 (.60)	1.35 (.58)
22	1.35 (.73)	1.37 (.70)	1.54 (.74)
23	1.53 (.79)	1.51 (.72)	1.64 (.77)

Table 11—continued.

Item #	Third	Fourth	Fifth
24	1.52 (.86)	1.56 (.85)	1.79 (.92)
25	2.05 (1.09)	2.12 (1.03)	2.29 (1.01)
26	1.94 (1.07)	2.14 (1.02)	2.14 (.96)
27	1.34 (.71)	1.29 (.58)	1.27 (.56)
28	1.23 (.61)	1.20 (.46)	1.27 (.58)
29	1.51 (.76)	1.58 (.72)	1.67 (.72)
30	1.40 (.77)	1.33 (.63)	1.51 (.74)
31	1.48 (.83)	1.38 (.65)	1.47 (.61)
32	1.49 (.84)	1.64 (.85)	1.67 (.77)
33	1.43 (.74)	1.43 (.74)	1.51 (.76)
34	1.61 (.82)	1.72 (.78)	1.87 (.82)
35	1.59 (.80)	1.63 (.79)	1.83 (.79)
36	1.64 (.86)	1.70 (.82)	1.93 (.81)
37	1.47 (.74)	1.57 (.79)	1.69 (.72)
38	1.55 (.85)	1.65 (.84)	1.85 (.86)
39	1.48 (.80)	1.49 (.70)	1.56 (.75)
40	1.49 (.88)	1.26 (.60)	1.21 (.51)
41	1.39 (.71)	1.33 (.65)	1.38 (.60)
42	1.68 (.88)	1.64 (.87)	1.79 (.82)
43	1.33 (.64)	1.33 (.60)	1.42 (.61)
44	1.60 (.84)	1.58 (.79)	1.84 (.83)
45	1.48 (.86)	1.31 (.63)	1.30 (.60)
46	1.37 (.80)	1.18 (.57)	1.19 (.52)

among those items contributing to the academic and person/social need areas. Three IESCNS items in the academic need area revealed statistically significant F scores, and higher mean scores for males as indicated in Table 12. Males had higher mean scores on all of the statistically significant correlations for the personal/social need items and on all but nine of the 46 items found on the IESCNS. Males had the highest mean scores of all the subgroups on item 25 which had the highest total mean score of all the IESCNS items. Overall, the males participating in this study tended to indicate greater counseling need than did the participating females.

The ANOVA calculated for each of the 46 IESCNS items for regions in which the participants lived resulted in a total of six significant F ratios, two of which were in the personal/social need area and four of which were in the academic need area. All of the six F ratios were significant at the .001 level and four of the significant differences occurred for items that had the highest mean scores for respondents living in the Midwest (Table 13).

Student participants living in the Southern region had the highest mean score on item 45 which had a statistically significant F ratio. Item seven had the second highest statistically significant F ratio for region and the highest mean score for the participants living in the North Atlantic region. The participants in the Western region had only one item (5) mean score of any IESCNS item that was higher than the other regions. The amount of counseling need indicated on the IESCNS tended to increase by region from lowest to highest in this order: Western, Southern, North Atlantic, and Midwest.

Table 12.
Item Means and Standard Deviations by Gender

Item #	Female	Male
1	1.57 (.64)	1.53 (.70)
2	1.48 (.62)	1.67 (.82)
3	1.29 (.55)	1.35 (.62)
4	1.44 (.63)	1.54 (.72)
5	1.62 (.71)	1.69 (.73)
6	1.51 (.65)	1.67 (.79)
7	1.83 (.94)	1.75 (.96)
8	1.28 (.54)	1.48 (.67)
9	1.56 (.74)	1.60 (.77)
10	1.79 (.80)	1.91 (.87)
11	1.50 (.65)	1.53 (.72)
12	1.68 (.82)	1.66 (.83)
13	1.68 (.80)	1.70 (.85)
14	1.55 (.77)	1.56 (.79)
15	1.37 (.63)	1.43 (.70)
16	1.53 (.66)	1.59 (.73)
17	1.60 (.76)	1.59 (.78)
18	1.79 (.75)	1.79 (.79)
19	1.36 (.60)	1.37 (.65)
20	1.32 (.58)	1.44 (.75)
21	1.33 (.57)	1.40 (.68)
22	1.43 (.70)	1.42 (.75)
23	1.63 (.79)	1.50 (.73)

Table 12—continued

Item #	Female	Male
24	1.65 (.88)	1.61 (.89)
25	2.01 (.98)	2.31 (1.09)
26	2.03 (1.00)	2.12 (1.03)
27	1.23 (.53)	1.37 (.69)
28	1.20 (.52)	1.27 (.59)
29	1.57 (.68)	1.61 (.79)
30	1.43 (.75)	1.40 (.69)
31	1.40 (.65)	1.50 (.75)
32	1.58 (.79)	1.62 (.85)
33	1.44 (.72)	1.48 (.78)
34	1.71 (.78)	1.77 (.84)
35	1.70 (.80)	1.67 (.80)
36	1.72 (.79)	1.81 (.88)
37	1.55 (.75)	1.61 (.76)
38	1.60 (.80)	1.78 (.91)
39	1.44 (.69)	1.59 (.81)
40	1.25 (.59)	1.38 (.77)
41	1.30 (.60)	1.44 (.70)
42	1.68 (.83)	1.73 (.88)
43	1.32 (.56)	1.41 (.67)
44	1.64 (.80)	1.72 (.85)
45	1.27 (.61)	1.46 (.78)
46	1.20 (.58)	1.29 (.69)

Table 13.
Means and Standard Deviation by Region

Item #	Midwest	North Atlantic	Southern	Western
1	1.73 (.73)	1.59 (.62)	1.57 (.70)	1.41 (.60)
2	1.81 (.78)	1.73 (.82)	1.48 (.69)	1.46 (.64)
3	1.40 (.64)	1.32 (.63)	1.27 (.53)	1.35 (.59)
4	1.59 (.67)	1.57 (.71)	1.48 (.69)	1.39 (.61)
5	1.63 (.65)	1.68 (.69)	1.63 (.71)	1.69 (.78)
6	1.54 (.69)	1.63 (.72)	1.56 (.69)	1.62 (.79)
7	1.80 (.76)	2.09 (1.15)	1.77 (.96)	1.56 (.78)
8	1.45 (.63)	1.45 (.64)	1.32 (.60)	1.37 (.60)
9	1.62 (.75)	1.62 (.76)	1.59 (.82)	1.51 (.67)
10	1.99 (.84)	1.93 (.85)	1.78 (.83)	1.80 (.83)
11	1.70 (.76)	1.59 (.69)	1.45 (.64)	1.47 (.69)
12	1.78 (.90)	1.73 (.88)	1.62 (.80)	1.63 (.79)
13	1.79 (.74)	1.69 (.80)	1.71 (.88)	1.61 (.80)
14	1.67 (.82)	1.58 (.85)	1.51 (.77)	1.54 (.77)
15	1.57 (.73)	1.44 (.68)	1.35 (.64)	1.35 (.64)
16	1.59 (.65)	1.59 (.71)	1.52 (.71)	1.56 (.69)
17	1.66 (.77)	1.62 (.83)	1.59 (.76)	1.55 (.73)
18	1.98 (.85)	1.80 (.70)	1.82 (.81)	1.64 (.71)
19	1.48 (.66)	1.38 (.65)	1.35 (.59)	1.32 (.62)
20	1.46 (.64)	1.35 (.67)	1.35 (.66)	1.39 (.71)
21	1.42 (.58)	1.42 (.68)	1.37 (.66)	1.28 (.54)
22	1.63 (.81)	1.46 (.76)	1.38 (.70)	1.35 (.69)
23	1.74 (.82)	1.62 (.72)	1.50 (.78)	1.52 (.74)

Table 13—continued.

Item #	Midwest	North Atlantic	Southern	Western
24	1.91 (.103)	1.66 (.86)	1.60 (.86)	1.51 (.84)
25	2.13 (1.00)	2.22 (1.07)	2.09 (1.05)	2.21 (1.05)
26	2.26 (1.04)	2.07 (1.00)	2.09 (1.03)	1.97 (.99)
27	1.32 (.59)	1.33 (.64)	1.28 (.62)	1.30 (.60)
28	1.38 (.65)	1.14 (.40)	1.24 (.56)	1.25 (.58)
29	1.72 (.71)	1.59 (.76)	1.54 (.69)	1.59 (.78)
30	1.55 (.77)	1.40 (.69)	1.36 (.70)	1.44 (.74)
31	1.49 (.60)	1.45 (.75)	1.45 (.72)	1.41 (.68)
32	1.62 (.74)	1.70 (.91)	1.51 (.78)	1.65 (.84)
33	1.56 (.81)	1.48 (.73)	1.42 (.75)	1.43 (.72)
34	1.88 (.87)	1.75 (.76)	1.72 (.82)	1.69 (.80)
35	1.88 (.89)	1.67 (.79)	1.68 (.79)	1.63 (.76)
36	1.95 (.90)	1.66 (.79)	1.79 (.85)	1.71 (.80)
37	1.55 (.64)	1.65 (.79)	1.56 (.75)	1.57 (.78)
38	1.66 (.76)	1.74 (.86)	1.64 (.84)	1.74 (.92)
39	1.67 (.76)	1.54 (.75)	1.44 (.73)	1.52 (.78)
40	1.23 (.55)	1.22 (.60)	1.39 (.74)	1.33 (.72)
41	1.41 (.62)	1.36 (.66)	1.34 (.66)	1.39 (.66)
42	1.85 (.82)	1.69 (.88)	1.77 (.90)	1.56 (.76)
43	1.43 (.60)	1.40 (.62)	1.32 (.62)	1.36 (.62)
44	1.77 (.81)	1.72 (.84)	1.66 (.82)	1.62 (.85)
45	1.31 (.50)	1.28 (.64)	1.47 (.82)	1.29 (.65)
46	1.20 (.50)	1.20 (.60)	1.29 (.68)	1.24 (.68)

Only one significant F ratio resulted when the IESCNS item means were compared on the basis of race. This occurred for the academic need item 2 which had the highest mean score for Caucasians (Table 14). There were no clear or consistent patterns among the racial groups participating in this study concerning any significantly higher or lower mean scores for any of the 46 IESCNS items.

The final ANOVA was calculated in order to compare the mean responses of the subjects for various lunch statuses. Three of 46 F ratios were found to be statistically significant at an alpha level of .001. One statistically significant F ratio occurred within the group of items contributing to the academic need area of the IESCNS and the other two were found among items contributing to the personal/ social need area. The mean and standard deviation for lunch status for each of the 46 IESCNS items are shown in Table 15. The data given on this table indicate that student participants with reduced lunch status had the highest mean on 31 of the items, two of which had statistically significant F ratios.

Table 14.
Item Means and Standard Deviations by Race

Item #	Caucasian	Black	Hispanic	Asian	Native Am.	other
1	1.57 (.66)	1.53 (.69)	1.47 (.69)	1.58 (.51)	1.61 (.69)	1.80 (.83)
2	1.65 (.77)	1.52 (.75)	1.39 (.57)	1.33 (.49)	1.43 (.57)	1.40 (.50)
3	1.32 (.59)	1.33 (.59)	1.33 (.56)	1.17 (.58)	1.36 (.56)	1.20 (.70)
4	1.53 (.69)	1.54 (.70)	1.38 (.61)	1.25 (.87)	1.25 (.52)	1.35 (.49)
5	1.68 (.74)	1.67 (.74)	1.60 (.66)	1.25 (.45)	1.71 (.60)	1.50 (.69)
6	1.57 (.71)	1.61 (.79)	1.60 (.72)	2.17 (.94)	1.64 (.78)	1.45 (.51)
7	1.84 (.97)	1.78 (.94)	1.60 (.90)	2.00 (1.04)	1.68 (.94)	1.80 (.89)
8	1.39 (.61)	1.42 (.67)	1.34 (.60)	1.17 (.39)	1.54 (.64)	1.15 (.37)
9	1.57 (.76)	1.54 (.67)	1.63 (.80)	2.00 (.85)	1.46 (.64)	1.45 (.76)
10	1.90 (.84)	1.77 (.89)	1.70 (.80)	1.92 (.67)	1.79 (.79)	1.90 (1.02)
11	1.54 (.69)	1.50 (.70)	1.45 (.60)	1.17 (.39)	1.54 (.79)	1.70 (.98)
12	1.72 (.85)	1.71 (.91)	1.56 (.71)	1.83 (.94)	1.29 (.53)	1.25 (.64)
13	1.71 (.80)	1.68 (.91)	1.65 (.87)	1.75 (1.06)	1.64 (.73)	1.45 (.76)
14	1.58 (.82)	1.55 (.74)	1.54 (.76)	1.17 (.39)	1.61 (.83)	1.25 (.44)
15	1.45 (.68)	1.32 (.62)	1.33 (.65)	1.25 (.45)	1.32 (.72)	1.20 (.52)
16	1.58 (.70)	1.57 (.76)	1.50 (.66)	1.42 (.67)	1.54 (.79)	1.40 (.50)
17	1.64 (.79)	1.60 (.75)	1.44 (.67)	1.75 (.87)	1.57 (.79)	1.40 (.60)
18	1.83 (.77)	1.78 (.76)	1.65 (.74)	1.92 (.79)	1.71 (.85)	1.85 (.93)
19	1.36 (.61)	1.34 (.65)	1.37 (.62)	1.33 (.49)	1.57 (.79)	1.35 (.75)
20	1.35 (.65)	1.39 (.68)	1.43 (.72)	1.33 (.65)	1.57 (.74)	1.25 (.79)
21	1.39 (.64)	1.43 (.66)	1.30 (.60)	1.17 (.58)	1.21 (.42)	1.30 (.57)
22	1.44 (.73)	1.42 (.77)	1.39 (.73)	1.25 (.62)	1.46 (.84)	1.25 (.55)
23	1.56 (.74)	1.56 (.87)	1.54 (.77)	1.50 (.67)	1.82 (.86)	1.40 (.82)

Table 14—continued.

Item #	Caucasian	Black	Hispanic	Asian	Native Am.	other
24	1.69 (.90)	1.50 (.82)	1.48 (.82)	1.50 (.80)	1.61 (.92)	1.85 (1.14)
25	2.19 (1.05)	2.15 (1.02)	2.03 (1.07)	2.50 (1.24)	2.14 (.80)	2.00 (1.17)
26	2.09 (.99)	2.18 (1.09)	2.00 (1.07)	1.92 (1.08)	1.96 (.92)	2.20 (1.11)
27	1.29 (.59)	1.32 (.65)	1.34 (.70)	1.25 (.45)	1.43 (.69)	1.10 (.45)
28	1.22 (.52)	1.28 (.59)	1.26 (.63)	1.25 (.45)	1.43 (.69)	1.20 (.70)
29	1.59 (.72)	1.72 (.87)	1.51 (.73)	1.67 (.65)	1.68 (.61)	1.50 (.61)
30	1.43 (.72)	1.43 (.77)	1.36 (.69)	1.33 (.65)	1.50 (.79)	1.20 (.52)
31	1.43 (.67)	1.48 (.78)	1.45 (.79)	1.33 (.49)	1.54 (.51)	1.50 (.76)
32	1.59 (.80)	1.59 (.85)	1.61 (.85)	1.42 (.67)	1.71 (.90)	1.95 (1.10)
33	1.44 (.74)	1.62 (.87)	1.41 (.63)	1.42 (.67)	1.57 (.84)	1.55 (1.00)
34	1.79 (.82)	1.70 (.86)	1.59 (.72)	1.83 (1.11)	1.54 (.58)	1.95 (.89)
35	1.72 (.82)	1.77 (.83)	1.53 (.69)	1.50 (.67)	1.71 (.81)	1.75 (.91)
36	1.80 (.85)	1.73 (.89)	1.62 (.77)	2.00 (.95)	1.79 (.63)	1.80 (.95)
37	1.59 (.74)	1.67 (.83)	1.50 (.73)	1.33 (.49)	1.75 (.84)	1.55 (.83)
38	1.72 (.84)	1.54 (.87)	1.70 (.91)	1.92 (1.31)	1.64 (.62)	1.45 (.89)
39	1.53 (.74)	1.40 (.64)	1.53 (.84)	1.50 (.90)	1.46 (.79)	1.55 (.83)
40	1.28 (.66)	1.28 (.67)	1.44 (.78)	1.17 (.39)	1.50 (.69)	1.40 (.75)
41	1.36 (.64)	1.41 (.73)	1.37 (.63)	1.17 (.39)	1.43 (.79)	1.40 (.75)
42	1.76 (.88)	1.57 (.79)	1.54 (.75)	2.00 (.95)	2.04 (.92)	1.60 (.75)
43	1.39 (.64)	1.29 (.54)	1.30 (.57)	1.33 (.65)	1.43 (.69)	1.15 (.49)
44	1.70 (.81)	1.72 (.89)	1.59 (.84)	1.58 (.67)	1.68 (.82)	1.75 (1.02)
45	1.33 (.68)	1.40 (.70)	1.45 (.77)	1.25 (.75)	1.43 (.69)	1.25 (.79)
46	1.20 (.58)	1.28 (.64)	1.39 (.79)	1.17 (.39)	1.25 (.70)	1.30 (.80)

Table 15.
Item Means and Standard Deviation by Lunch Status

Item #	Paid	Reduced	Free
1	1.57 (.63)	1.59 (.77)	1.53 (.70)
2	1.63 (.76)	1.65 (.79)	1.48 (.76)
3	1.31 (.58)	1.42 (.63)	1.32 (.59)
4	1.51 (.67)	1.55 (.77)	1.45 (.66)
5	1.60 (.67)	1.85 (.80)	1.69 (.76)
6	1.57 (.67)	1.60 (.73)	1.61 (.79)
7	1.88 (.97)	1.85 (.98)	1.66 (.91)
8	1.38 (.57)	1.38 (.62)	1.39 (.67)
9	1.56 (.72)	1.67 (.83)	1.59 (.79)
10	1.89 (.80)	1.98 (.94)	1.76 (.86)
11	1.52 (.66)	1.67 (.74)	1.49 (.70)
12	1.66 (.80)	1.84 (.94)	1.64 (.83)
13	1.72 (.79)	1.68 (.83)	1.65 (.86)
14	1.56 (.79)	1.66 (.86)	1.53 (.78)
15	1.40 (.64)	1.60 (.80)	1.36 (.66)
16	1.56 (.67)	1.89 (.93)	1.48 (.66)
17	1.64 (.79)	1.61 (.83)	1.54 (.72)
18	1.83 (.75)	1.89 (.85)	1.71 (.79)
19	1.36 (.60)	1.49 (.71)	1.35 (.63)
20	1.34 (.60)	1.32 (.63)	1.43 (.77)
21	1.37 (.63)	1.56 (.79)	1.31 (.57)
22	1.44 (.72)	1.56 (.83)	1.38 (.71)
23	1.58 (.72)	1.72 (.82)	1.51 (.80)

Table 15—continued.

Item #	Paid	Reduced	Free
24	1.65 (.88)	1.87 (1.05)	1.55 (.84)
25	2.16 (1.02)	2.33 (1.10)	2.12 (1.07)
26	2.11 (1.00)	2.02 (.93)	2.04 (1.06)
27	1.28 (.57)	1.27 (.55)	1.33 (.68)
28	1.20 (.49)	1.33 (.59)	1.26 (.62)
29	1.59 (.70)	1.65 (.79)	1.58 (.77)
30	1.43 (.71)	1.59 (.87)	1.37 (.69)
31	1.41 (.64)	1.55 (.74)	1.46 (.76)
32	1.60 (.82)	1.52 (.83)	1.62 (.82)
33	1.44 (.71)	1.56 (.93)	1.46 (.75)
34	1.80 (.83)	1.91 (.97)	1.63 (.73)
35	1.73 (.81)	1.71 (.78)	1.63 (.78)
36	1.82 (.85)	1.80 (.91)	1.67 (.80)
37	1.58 (.73)	1.62 (.71)	1.57 (.79)
38	1.69 (.80)	1.76 (.92)	1.67 (.91)
39	1.48 (.68)	1.46 (.71)	1.57 (.85)
40	1.25 (.58)	1.37 (.76)	1.40 (.79)
41	1.33 (.59)	1.46 (.80)	1.39 (.69)
42	1.74 (.86)	1.80 (.87)	1.65 (.85)
43	1.37 (.57)	1.46 (.71)	1.33 (.65)
44	1.71 (.81)	1.85 (.97)	1.59 (.81)
45	1.31 (.65)	1.38 (.71)	1.42 (.77)
46	1.17 (.51)	1.26 (.66)	1.34 (.77)

CHAPTER 5 DISCUSSION

The purpose of this study was to develop the Intermediate Elementary School Counseling Needs Survey (IESCNS), an instrument to assess the counseling needs of third, fourth, and fifth grade students. The IESCNS was tested with a diverse population of 970 students from throughout the United States. The results of the data analyses were presented in Chapter 4. Following a discussion of the limitations, those results are discussed further in this chapter. The results are considered here from two perspectives: their significance in relation to the psychometric development of the IESCNS and their significance in relation to the counseling needs of the participating students. Implications of the study for theory, research, counselor training, and counseling practice also are presented.

Generalizability Limitations

The methodological limitations of the study were discussed in Chapter 3. However, additional generalizability limitations must be considered to interpret the results effectively. The sample was limited to a small degree in its representativeness because of the difficulty in procuring the cooperation of school counselors who were willing and/or had permission from their supervisors to administer the IESCNS. In addition, some school counselors who were able to assist with the study also had difficulty obtaining parental permission. In spite of these difficulties, the sample may be

viewed as representative to the extent that participants reflected appropriate proportions of elementary school students in the United States. That is, the demographic characteristics of the sample closely resembled the known characteristics of the United State's elementary school student population. Therefore, in general, the sample appears to be a good representation of elementary school students in the United States.

The representation of the various demographic subgroups that participated in the study also must be considered carefully. For example, some caution should be exercised in interpreting the results related to the Asian American elementary school students because very few (12) of them participated in the study. Likewise, the sample for the validation study was somewhat less representative of students in the United States. For example, other-than-Caucasian subjects comprised only 6.7% of the validation subgroup sample. These are not substantial limitations of the sample, but they do reduce generalizability slightly.

In general, the sampling procedures yielded a representative sample of the third, fourth, and fifth grade American elementary school population. Thus, to a great extent, the nature of the sample allows for generalization of the results to the population.

Research Questions

What is the Factor Structure of the Counseling Needs of Third, Fourth, and Fifth Grade Students?

The factor structure of the needs of third, fourth, and fifth grade students may be evaluated on the basis of the factor analysis conducted with the IESCNS results. The primary factor explained 24.53 % of the common-factor variance in the IESCNS.

Additional factors each made substantially smaller contributions to the common-factor variance. These values suggest that one major factor underlies the IESCNS.

The factor loadings of the 46 items for the IESCNS factor ranged from .25 to .60, with seven items loading below .40 and only five additional items loading at or below .45. The majority of the 46 individual IESCNS items thus loaded highly on the primary factor. This information suggests that the IESCNS measures a single, unidimensional construct which may be called "counseling need."

What are the Most Common Counseling needs of Third, Fourth, and Fifth grade students in the United States?

The most common counseling needs of third, fourth, and fifth grade students were not discernible in the three life arenas of interest because the participants in this study apparently did not differentiate among those counseling need areas. Inspection of the overall scores seem to reflect a global, holistic nature of their counseling needs. The IESCNS appears to be unidimensional. This suggests that the overall need score reflects a general need state rather than needs in specific areas. That is, children either tend to have high counseling needs in all areas, or they don't; elementary school students do not differentiate across need categories. This same conclusion was reached with subjects at the opposite end of the age continuum in a study conducted by Myers in 1978. She created a counseling needs survey for older persons and also found their counseling needs to be unidimensional (Myers, 1978).

Although the present study did not clearly prioritize needs, it is interesting to examine the items that yielded in the highest and lowest mean scores. The highest mean scores were for item 25, "I tell others how I feel;" item 26, "I act in appropriate ways

even when I get angry;" and item 10, "I share what I have learned with other students." These results support the contention of many school counselors that learning to communicate appropriately, especially in regard to feelings, is a high priority need of elementary school-aged children (Baker, 1996).

It also is interesting to consider the items that had the lowest mean scores. The lowest mean was 1.24 (.32 below the mean for all other items) for items 28 "It is okay for others to have a different kind of family than I do" and 46 "I know the physical and emotional dangers of drug use." It appears that the participants perceived themselves as not needing help to accept family constellations different from their own or to gain knowledge of the problems associated with drug use. It is likely that passive acceptance of various family structures is not a critical factor for most children because they are frequently exposed to non-traditional families through friends and/or personal experiences. There has been a rise in drug prevention campaigns in the media and in schools that focus on the physical and emotional dangers of drug use. With this increase, it seems likely that children would have more knowledge in this area than did previous generations, and thus perceive less need for more help in this regard.

Analysis of the IESCNS item data revealed that the means for the academic need items were slightly higher than those for the personal/social need and career need items. These results may be related to the perceived importance of academic needs verses other needs when taking a "test" in a school setting. That is, children at the developmental age of participants in this study may have wanted to "please the teacher" (or in this case, the school counselor) with appropriate responses to show they "understand" the importance of academics. However, the differences in these mean scores were small.

There was a slight tendency for the subjects to respond positively to all need items. This may be explained by the developmental level of the participants. That is, all the items were stated positively and "Strongly Agree" was listed as the first response. Because of their developmental level, the children in this study may have chosen the first response for expediency.

What are the Primary (Initial) Psychometric Properties of the IESCNS?

There is necessarily some overlap in discussion of the psychometric properties of the IESCNS and the practical meanings of the data that were gathered in the course of its development. The potential usefulness of the IESCNS is dependent upon several psychometric properties, primarily its reliability and validity. Also, the analyses of difference among the subgroups provide useful psychometric information. The following discussions address these areas with the focus and emphasis on the psychometric results.

Reliability. The internal consistency of the IESCNS was high and the individual item test-retest reliabilities were sufficient to assert that the IESCNS is a reasonably stable assessment of needs for this population. Indeed, given the transitory nature of psychological characteristics of children of this age, the IESCNS reliabilities are very good.

Validity. The factorial validity was previously discussed and a unidimensional factor construct was found. The face validity of the IESCNS was established early in the development process. However, the results of the field test provided further support for it. Few of the school counselors who administered it or participating students criticized the IESCNS. Apparently, the items were understood by the participants. The comments given by the participating school counselors from their subjective inspections of the

IESCNS also indicated that the content seemed to be relevant to the needs and concerns of elementary school-age children. The few negative comments given were related to confusion with marking demographic subject information, not with the IESCNS items themselves.

The concurrent validity of the individual items was determined through correlations of them with the various scales of the Piers-Harris Children's Self Concept Scale (PHSCS). The PHSCS was chosen because of its theoretical relationship to the children's developmental needs. That is, the PHSCS measured the level of the subject's self-concept, a trait presumed pertinent and positively related to effective academic, career, and personal/social development.

Twelve of the IESCNS item correlations with the PHSCS total score were statistically significant and each was negative. Higher IESCNS item scores indicate greater need, whereas higher PHSCS scores indicate higher self-concept. Thus, when the participating students' scores were higher on the IESCNS, their PHSCS total scores tended to be lower. In general, therefore, in this study higher counseling need scores were associated with lower self-concept, and *vice versa*.

The concept of a negative relationship between a child's self-concept and counseling need is accepted in the literature. For example, both Maslow and Glasser claimed that self-concept is significantly and universally related to need level (Maslow, 1968). Glasser stated specifically that a person whose needs are not met establishes a failure identity accompanied by a lack of self-confidence and self-worth (Glasser, 1980). Therefore, because level of self-concept was used as a criterion measure, and many of the

participants' IESCNS item scores correlated negatively with it, the IESCNS appears to have concurrent validity.

There were three statistically significant, negative correlations associated with the academic need items: (a) "I turn my school work in on time," (b) "I know my learning style," and (c) "I study enough to earn good grades in school." This information suggests that there may be a correlation between self-concept and the need for understanding and practicing appropriate academic study procedures among the participants of this study.

Five of the statistically significant, negative correlations were associated with items intended to determine the level of career and personal/social need coinciding with problem solving, goal setting, and decision making. This information indicates that the need for using appropriate problem-solving, goal-setting, and decision-making skills among students this age may correspond significantly to their self-concepts.

The remaining statistically significant correlations were associated with personal/social needs items: (a) "I like myself," (b) "I like the way I look," (c) "I understand and follow the rules set by my school, my parents, and the law," and (d) "I tell others what I want and do not want." There is no common dynamic among these four items. The highest item correlation (-.50) was associated with item 22, "I like myself." Since this item is highly related to the definition of self-concept, the high correlation was expected.

Ten of the correlations between the IESCNS and the PHSCS total scores were positive, although none were statistically significant. Examination of these correlations revealed that they fell in the category of informational and/or safety needs, rather than

needs more commonly related to self-concept. For example, six of the these items began with the words "I know," which suggests that the items relate to a cognitive dynamic.

Analyses of differences among subgroups. Additional information concerning the potential meaning of the IESCNS scores is provided by the analyses of differences among the subgroups. In general, little difference was found among the subgroups on the bases of region, race, or lunch status. In comparison, a little larger amount of difference was found for grade level and gender. Because of the large amount of data involved, the more global analyses are again the focal points of this discussion. However, several minor differences that resulted for individual items also are mentioned.

In this study, approximately one-third of the items had statistically significant F scores for grade level. For all but two of these items, the fifth graders achieved higher mean scores. Overall, the counseling need item mean scores on the IESCNS tended to increase with grade level. Hence, fifth graders had slightly greater needs than fourth graders, and fourth graders had a slightly greater level of need than third graders. It is probable that the explanation for these results relates to human development. That is, fifth graders are closer to or are already experiencing puberty. This is a time in which they tend to think more abstractly and begin to identify the values, interests, abilities, and specific attributes that define their personality. Self-exploration also increases during this life period. Consequently, level of need awareness likely increases with age.

The four highest statistically significant item F scores among all the subgroup ANOVAs calculated were found by gender. These four items were: (a) "I like learning things at school," (b) "I choose to have good behavior at school," (c) "I know what I can do well," and (d) "I know the difference between appropriate and inappropriate physical

touching." Males had higher mean scores for each of these items. Males also received the highest mean score (2.31) for item 25, "I tell others how I feel." These results may be a reflection of males and females responding in a socially desirable manner. For example, it is more socially acceptable for males to exhibit behavior problems in a school setting and not to discuss feelings with others, especially peers.

There were some regional differences based on the ANOVAs calculated for region. Of the seven items with statistically significant item F scores for region, subjects in the Midwest reported the highest level of need overall. The participants from the Southern and North Atlantic regions did indicate higher need in two items regarding information and knowledge. However, there was no other apparent pattern of differences from the information gathered from the analyses by region.

The smallest differences indicated by subgroup were on the basis of race. Only one significant F ratio was determined. This was for item 2 (I like learning things at school) which had the highest mean score for Caucasians. Overall, however, the data did not reflect differences on the basis of race, which is consistent with other findings in the professional literature.

Three statistically significant item F ratios resulted from the analyses based on lunch status. These F ratios were in the career and personal/social need areas. In general, subjects having "reduced paid lunch" status reported higher needs than the "paid" and "free" lunch subjects. It may be that these students' counseling need levels are inversely related to family income (which is reflected in the students' lunch status).

Conclusions

The sampling procedures yielded a representative sample of the third, fourth, and fifth grade American elementary school population and the nature of the sample allowed for generalizability of the results. Based on the results of the data analysis, the IESCNS apparently measures a single, unidimensional construct identified as "counseling need." The psychometric data for the IESCNS suggested good reliability and sufficient validity.

There were no major differences in their counseling needs on the bases of the various demographic characteristics investigated. Therefore, the primary goal of developing a counseling needs survey suitable for use with elementary school children appears to have been achieved.

Implications

The results of the study suggest that the IESCNS survey has utility and may be used in a variety of circumstances with intermediate elementary school children.

Theory

The data from this study support developmental theory in that human development is presumed to occur holistically. That is, the counseling needs of the children were holistic (i.e., unidimensional) in nature. Further, they did not vary systematically across characteristics of the children. Thus, the instrument reflects developmental concepts commonly accepted in the professional literature.

The data, however, did not support the contention of the American School Counseling Association (ASCA) that students' school counseling needs can be

systematically divided into distinct categories. The counseling needs of children were shown to cluster under one factor and therefore cannot be psychometrically separated.

Research

The psychometric strength of the IESCNS to measure the one factor, "counseling need," would be increased by raising the factor loading cutoff point, and thereby decreasing the number of IESCNS items. Presumably, an instrument with fewer items would be easier and more efficient to use. However, the associated loss in reliability would have to be investigated. In addition, because the IESCNS measures one factor, one-way ANOVAs should be calculated with the total scores of the subjects in this study to determine if there are differences in overall counseling needs.

Additional studies should be conducted to correlate the IESCNS with a variety of other measurements for children to provide additional information concerning the concurrent validity of the IESCNS. Researchers also should administer the IESCNS to additional groups of children who differ in various regards from those participating in this study. This would allow determination of differing levels of counseling need among other subgroups as well as comparison of the responses across various demographic groups.

The IESCNS could be used as a template to create a viable counseling needs assessment instruments for middle school, high school, and/or primary elementary school students. However, these new instruments would need to be tested for their psychometric properties.

School Counseling Training

The results of this study suggest that school counselors in training should be required to learn about the needs of children at various stages of development. They also should be exposed to the concept that children exhibit needs holistically rather than in distinct categories and taught to implement counseling interventions that bring about holistic change. School counselors in training also should learn to use and understand effectively psychometric tools that measure student needs.

School Counseling Practice

The primary implication for school counseling practice is that the IESCNS is a potentially valuable instrument to assess the counseling need level of third, fourth, and fifth grade elementary school children. The IESCNS was designed to and can be used as a multi-purpose instrument. For example, it can be administered to an entire school population, with the resultant data use to establish classroom, small group, and individual counseling and school-wide activities, as well as consultation, and positive communications with parents. School counselors also could evaluate the responses to individual IESCNS items or compare responses of specific groups of elementary school children. However, the only truly "defensible" scoring system is to sum the item responses to yield a total score. When many or most items are responded to negatively, the total score achieves high significance as a reflection of a high general need state. Students with higher total scores should be targeted for more intensive counseling interventions.

Recommendations

Theory

The results of this study imply that a holistic or global approach to working with elementary school children should be pursued as opposed to a separate or isolated needs approach. For example, the academic needs of children tend to be the main focus in most educational settings today, but the results of this study indicate that they cannot be treated separately from other needs. Therefore, it is recommended that counseling interventions be directed toward impacting a child's general need state rather than attempting to focus on one or more specific areas of concern.

Research

One area of recommended future research involves revision of the IESCNS. In this study the structure loadings were considered salient if their value was greater than or equal to a .40 cutoff. The psychometric strength of the IESCNS to measure the one factor, "counseling need," would be increased by raising the factor loading cutoff point and eliminating more items with loadings below it. For example, raising the factor loading cutoff to .45 would result in five more deleted items making the IESCNS a 34 item instrument. This would yield a more efficient instrument, presumably with relatively little loss of psychometric quality. Deleted items deemed to have practical significance could be reworded and re-tested to determine if they more clearly measure "counseling need" when modified.

Another area of needed research are studies that investigate the relationship of the IESCNS and other measurements for children. For example, evaluations of the extent to

which counseling needs correlate with scores from assessments for depression, learning disabilities, and anxiety would provide additional information concerning the validity of the IESCNS as well as provide valuable counseling information. Researchers also should administer the IESCNS to additional groups of children who differ in various aspects from those who participated in this study. Elementary school students placed in alternative schools and/or those who exhibit aggressive behavior are two good target groups.

School Counselor Training

The results of this study suggest that school counselors in training be required to learn about the needs of children at various stages of development. Further it is recommended that they be exposed to the concept that children exhibit needs holistically rather than in parts. That is, they should be trained to examine the counseling needs of students globally and to implement counseling interventions that will bring about holistic change.

School Counseling Practice

It is recommended that school counselors take an active role in assessing the needs of the students in their respective schools and then use the needs assessment results for school counseling program development. Students who are identified as having higher levels of counseling needs should be provided small group and/or individual counseling as necessary. It may be appropriate to refer students with very high counseling need levels for other educational services, such as dropout prevention or exceptional student education programs.

In general, classroom counseling lessons and school-wide counseling programs for all students should be tailored to the results of a needs assessment conducted by using an instrument such as the IESCNS. In addition, the IESCNS should be used to evaluate the accountability of such counseling programs. In today's schools, practicing school counselors are bombarded with multiple tasks. Assessments to design counseling services to meet students' needs conserves the counselor's time and energy, and assists them to be more effective.

Summary

The benefits derived from having conducted this study were the creation of the Intermediate Elementary School Counseling Needs Survey, a psychometrically sound instrument to accurately measure the level of counseling need for third, fourth, and fifth grade students. In the process of developing the instrument, it was established that the counseling needs of older-elementary-aged children are unidimensional. Therefore, elementary school counselors should make their school counseling programs more effective by taking into consideration the holistic nature of students' counseling needs.

APPENDIX A
THE FOUR REGIONS OF THE AMERICAN COUNSELING ASSOCIATION

- North Atlantic: Connecticut, Delaware, District of Columbia, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, (Puerto Rico, Europe, Virgin Islands)
- Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, Ohio, South Dakota, Wisconsin
- Southern: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia, (Latin America)
- Western: Alaska, Arizona, California, Colorado Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington State, Wyoming, (Philippines)

APPENDIX B
INTERMEDIATE ELEMENTARY STUDENTS COUNSELING NEEDS SURVEY
PRELIMINARY FORM

Dear 3rd, 4th or 5th Grader,

Thank you for agreeing to answer the items on this survey. You have been asked to help because you are in elementary school in 3rd, 4th, or 5th grade. Your answers to this survey are most important. They will be used to plan programs for other 3rd, 4th, and 5th grade students who may need help around the United States.

Please help by answering every item. Your answers will be confidential. Do not put your name on the form.

Thank you again for you help!

Information Form

Directions: Please circle the response which is true for you.

➤ What grade are you in?

3rd

4th

5th

➤ I am a

Girl

Boy

Instructions for Answering Survey Items

Each of these statements expresses an idea that may or may not be true for you.

To the right of each statement are four response choices:

SA = Strongly Agree

SD = Strongly Disagree

A = Agree

D = Disagree

Read each statement. Circle the response that describes your own feeling about the statement. Please answer every item. Circle only one answer for each item.

Intermediate Elementary Students Counseling Needs Survey

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

- | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| 1. I can learn anything. | SA | A | D | SD |
| 2. I like learning things at school. | SA | A | D | SD |
| 3. When I do well in school I feel proud. | SA | A | D | SD |
| 4. My behavior at school helps me to learn. | SA | A | D | SD |
| 5. I do my school assignments and turn them in on time. | SA | A | D | SD |
| 6. I ask for help at school when I need it. | SA | A | D | SD |
| 7. I know how I learn best. | SA | A | D | SD |
| 8. I choose to have good behavior at school. | SA | A | D | SD |
| 9. I learn from my mistakes. | SA | A | D | SD |
| 10. I share what I have learned with other students. | SA | A | D | SD |
| 11. I study enough to earn good grades in school. | SA | A | D | SD |
| 12. I like to find out more information about something interesting I learned in school even if the teacher does not require me to do so. | SA | A | D | SD |

13. I decide what grades I want to earn at school and make a plan on how to earn those grades.	SA	A	D	SD
14. After school I finish my assignments and still have time to do other things I like to do.	SA	A	D	SD
15. The things I learn at school will help me with the job I do when I grow up.	SA	A	D	SD
16. I can find information about the jobs I might like to do when I grow up.	SA	A	D	SD
17. I work well with other students in teams.	SA	A	D	SD
18. I make good choices.	SA	A	D	SD
19. I decide what I need to do and make a plan on how to do it.	SA	A	D	SD
20. I know what I can do well.	SA	A	D	SD
21. It is okay for others to act and think in a different way than I do.	SA	A	D	SD
22. I understand that doing well in school will help me to do well in the job I do when I grow up.	SA	A	D	SD
23. I like myself.	SA	A	D	SD
24. I know how to set goals for myself.	SA	A	D	SD
25. I like the way I look.	SA	A	D	SD
26. I tell others how I feel.	SA	A	D	SD
27. I act in appropriate ways even when I get angry	SA	A	D	SD
28. I know the difference between good behavior and bad behavior.	SA	A	D	SD
29. It is okay for others to have a different kind of family than I do.	SA	A	D	SD
30. I communicate well with other students.	SA	A	D	SD

31. I communicate well with my family.	SA	A	D	SD
32. I know that communication involves talking, listening, and non-verbal behavior.	SA	A	D	SD
33. I get along well with other family members.	SA	A	D	SD
34. I can make and keep friends.	SA	A	D	SD
35. I use a step-by step way to solve problems.	SA	A	D	SD
36. I think of a lot of ways to solve a problem before I choose the best solution.	SA	A	D	SD
37. Before I choose what to do to solve a problem I think about what will happen with each choice.	SA	A	D	SD
38. I can solve my problems in appropriate ways.	SA	A	D	SD
39. I ask for help with my problems.	SA	A	D	SD
40. I do what I think is right even if my friends say I should do something else.	SA	A	D	SD
41. I know my telephone number and home address.	SA	A	D	SD
42. I understand and follow the rules set by my school, my parents and the law.	SA	A	D	SD
43. I tell others what I want and do not want.	SA	A	D	SD
44. I know when to ask an adult for help.	SA	A	D	SD
45. When bad things happen in my life I know what to do to make them better.	SA	A	D	SD
46. I know the difference between appropriate and inappropriate physical touching.	SA	A	D	SD
47. I know the physical and emotional dangers of drug use.	SA	A	D	SD
48. I would like to talk with someone about divorce and parental separation.	SA	A	D	SD

- | | | | | |
|------------------------------------------------------------------------------------------------|----|---|---|----|
| 49. I would like to talk with someone about the death of someone I knew well. | SA | A | D | SD |
| 50. I would like to talk with someone about a person who is touching me in inappropriate ways. | SA | A | D | SD |

APPENDIX C
FOLLOW-UP QUESTIONNAIRE REGARDING THE INTERMEDIATE
ELEMENTARY SCHOOL STUDENT SURVEY

1. Were there any words in the survey that you did not understand? If so, what were they? _____

2. Were there any items you found hard to answer? If so, which items? Write the numbers of those items here. _____

3. Did you understand clearly how to answer the questions? Yes No

4. In general, did you find the questionnaire interesting? Boring? Too long? Too short?

5. Do you have any other comments on the questionnaire? If so, please write them here.

APPENDIX D RESULTS OF THE PILOT STUDY FOLLOW-UP QUESTIONNAIRE

1. Were there any words in the survey that you did not understand? If so, what were they.
 - 36 Participants understood all the words
 - 1 participant did not understand the words appropriate and inappropriate
 - 1 participant did not understand the word communication
 - 1 participant did not understand the words parental separation
2. Were there any items you found hard to answer? If so, which items? Write the number (s) of those items here.

Item	Number of students who listed the item as hard to answer
I can learn anything. (#1)	4
When I do well I feel proud. (#3)	1
My behavior at school helps me to learn. (#4)	2
I do my school assignments and turn them in on time. (#5)	3
I know how I learn best. (#7)	7
I like to find out more information about something interesting I learned in school even if the teacher does not require me to do so. (#12)	2
The things I learn at school will help me with the job I do when I grow up (#15)	1
I can find information about the jobs I might like to do when I grow up. (#16)	1
I work well with other students in teams. (#17)	1
I make good choices (#18)	2
Before I choose what to do to solve a problem, I think about what will happen with each choice. (#37)	2
I know the difference between appropriate and inappropriate physical touching. (#46)	1
I know the physical and emotional dangers of drug use. (#47)	1
I would like to talk with someone about divorce and parental separation (#48)	6
I would like to talk with someone about the death of someone I knew well. (#49)	4
I would like to talk with someone about a person who is touching me in inappropriate ways. (#50)	7

*14 Participants found none of the items hard to answer.

3. Did you understand clearly how to answer the questions? Yes No
 38 participants answered yes
 1 participant answered no
4. In general, did you find the questionnaire interesting? Boring? Too long? Too short?
 15 participants answered interesting
 10 participants answered boring
 8 participants answered too long
 2 participants answered too short
 2 participants answered it was OK
 2 participants did not answer this question
 1 participants answered it was fun
5. Do you have any other comments on the questionnaire? If so, please write them here.
 Participant s written comments:
- On number 12 I think it will be to difficult for 3rd grade.
 - You can know what is happening if you answer questions on a piece of paper or survey.
 - I think the questionnaire was very interesting and didn t bore me.
 - On question 48, what if your parents arent separated? On question 50 what if someone isn t touching you?
 - I thought the survey had just the right amount of questions. But some seemed that the letters were scrambled in a way.
 - It was something nice to do for Ms. Thompson s study.
 - I did not need to talk to anyone about #48 because my parents are toghther.
 #49 I talk to myself in my head about my grandfather.
 - the questions are kind of hard.
 - I think that 3 graders mit not understand question 32.
 - I didn t like it.

APPENDIX E
INTERMEDIATE ELEMENTARY SCHOOL COUNSELING NEEDS SURVEY
REVISED FORM

Dear Student,

Thank you for agreeing to answer the items on this survey. You have been asked to help because you are in elementary school in 3rd, 4th, or 5th grade. Your answers to this survey are most important. They will be used to plan programs for other 3rd, 4th, and 5th grade students around the United States.

Please help by answering every item. Your answers will be confidential. Do not put your name on the form.

Thank you again for you help!

Information Form

DIRECTIONS: Please **circle** the response which is true for you.

- **What grade are you in?**

3rd

4th

5th

- **I am a**

Girl

Boy

- **I am**

White (Caucasian)

Black (African American)

Hispanic

Asian

Native American

Other _____

- **How do you get your lunch at school?**

Paid lunch

Reduced paid lunch

Free lunch

Instructions for Answering Survey Items

Each of these statements expresses an idea that may or may not be true for you.

To the right of each statement are four response choices:

SA = Strongly Agree

SD = Strongly Disagree

A = Agree

D = Disagree

Read each statement. Circle the response that describes your own feeling about the statement. You may choose not to answer a question. Circle only one answer for each item.

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

- | | | | | |
|-------------------------------------------------------------------------------------------------------|----|---|---|----|
| 1. I am smart. | SA | A | D | SD |
| 2. I like learning things at school. | SA | A | D | SD |
| 3. When I do well in school I feel proud. | SA | A | D | SD |
| 4. When I have good classroom behavior I learn more. | SA | A | D | SD |
| 5. I turn my school work in on time. | SA | A | D | SD |
| 6. I ask for help at school when I need it. | SA | A | D | SD |
| 7. I know my learning style. | SA | A | D | SD |
| 8. I choose to have good behavior at school. | SA | A | D | SD |
| 9. I learn from my mistakes. | SA | A | D | SD |
| 10. I share what I have learned with other students. | SA | A | D | SD |
| 11. I study enough to earn good grades in school. | SA | A | D | SD |
| 12. I like to find out more about something interesting I learned in school even if I do not need to. | SA | A | D | SD |

13. I decide what grades I want to earn at school and make a plan on how to earn those grades.	SA	A	D	SD
14. After school I finish my assignments and still have time to do other things I like to do.	SA	A	D	SD
15. The things I learn at school will help me with the job I do when I grow up.	SA	A	D	SD
16. I can find information about the jobs I might like to do when I grow up.	SA	A	D	SD
17. I work well with other students in teams.	SA	A	D	SD
18. I decide what I need to do and make a plan on how to do it.	SA	A	D	SD
19. I know what I can do well.	SA	A	D	SD
20. It is okay for others to act and think in a different way than I do.	SA	A	D	SD
21. I understand that doing well in school will help me to do well in the job I do when I grow up.	SA	A	D	SD
22. I like myself.	SA	A	D	SD
23. I know how to set goals for myself.	SA	A	D	SD
24. I like the way I look.	SA	A	D	SD
25. I tell others how I feel.	SA	A	D	SD
26. I act in appropriate ways even when I get angry	SA	A	D	SD
27. I know the difference between good behavior and bad behavior.	SA	A	D	SD
28. It is okay for others to have a different kind of family than I do.	SA	A	D	SD
29. I communicate well with other students.	SA	A	D	SD
30. I communicate well with my family.	SA	A	D	SD

31. I know that communication involves talking, listening, and non-verbal behavior.	SA	A	D	SD
32. I get along well with other family members.	SA	A	D	SD
33. I can make and keep friends.	SA	A	D	SD
34. I use a step-by-step way to solve problems.	SA	A	D	SD
35. I think of a lot of ways to solve a problem before I choose the best solution.	SA	A	D	SD
36. Before I solve a problem I think about what will happen.	SA	A	D	SD
37. I can solve my problems in appropriate ways.	SA	A	D	SD
38. I ask for help with my problems.	SA	A	D	SD
39. I do what I think is right even if my friends say I should do something else.	SA	A	D	SD
40. I know my telephone number and home address.	SA	A	D	SD
41. I understand and follow the rules set by my school, my parents and the law.	SA	A	D	SD
42. I tell others what I want and do not want.	SA	A	D	SD
43. I know when to ask an adult for help.	SA	A	D	SD
44. When bad things happen in my life I know what to do to make them better.	SA	A	D	SD
45. I know the difference between appropriate and inappropriate physical touching.	SA	A	D	SD
46. I know the physical and emotional dangers of drug use.	SA	A	D	SD

APPENDIX F
LETTER TO SCHOOL COUNSELOR INVITING PARTICIPATION IN THE STUDY

Dear Elementary School Counselor Colleague:

My name is Diane Wittmer Thompson. I am a full-time Elementary School Counselor in Melrose, Florida and a doctoral student in the Department of Counselor Education at the University of Florida in Gainesville, Florida. I am requesting your help in gathering data for my Ph.D. dissertation.

The primary purpose of my study is to develop the initial form of the *Intermediate Elementary Students Counseling Needs Survey (IESCNS)*, a school counseling needs assessment instrument suitable for use with elementary school-age children in grades three through five. Specifically, I am requesting your help in the field testing of the survey instrument. The field-testing process will determine the extent to which the counseling needs of elementary school-aged children can be measured reliably and validly.

If you agree to assist me, I will send you a packet of materials containing copies of the IESCNS along with the instructions for obtaining parent/guardian consent for student participation and administering the instrument to a few 3rd, 4th, and/or 5th graders in your school.

I realize it is fall, one of the busiest times of the year for you, but I sincerely hope you will agree to assist me in collecting this important data. *I will be happy to forward*

you a copy of the completed IESCNS survey instrument for your use with children in your school following the completion of the dissertation.

If you agree to assist me, please let me know by returning the enclosed, self-addressed, stamped postcard (if this is a letter) or replying to this e-mail. Please indicate the number of IESCNS surveys you agree to administer and I will send you that number in return mail ASAP. Also, please indicate the following:

1. Your e-mail address if applicable,
2. Your mailing address, and
3. Your phone number

If you are unable to assist me, but know of a school counselor colleague who may, please send me information on how to contact them.

Thank you.

Sincerely,

Diane Wittmer Thompson

APPENDIX G
SCHOOL COUNSELOR ADMINISTRATION LETTER

Dear School Counselor Colleague,

Thank you for agreeing to administer the Intermediate Elementary Students Counseling Needs Survey (IESCNS) to your students. As you know, the information in this survey is being collected to assist in creating an instrument that will assist in the planning of developmental school counseling programs and other school counseling services that will meet the needs of intermediate elementary students (grades 3, 4, and 5).

The number of IESCNS survey instruments you requested and instructions for administering and returning the IESCNS are included in this packet. Please follow the instructions to the best of your ability and then return the completed IESCNS survey as soon as possible in the enclosed addressed, stamped envelope. A parent permission form is provided for you to duplicate as needed.

Your cooperation in administering this survey instrument is greatly appreciated.
Thank You,

Diane Wittmer Thompson

APPENDIX H

INSTRUCTIONS FOR SURVEY ADMINISTRATOR

Survey Administrator,

Seek parental/guardian permission as needed prior to student participation in this study. Duplicate the enclosed permission form (as needed) and insert your name in the appropriate space. Any student permission slips must be maintained for three years.

The IESCNS is ideally administered in a classroom setting to a single class of 3rd, 4th or 5th graders. Please attempt to administer 10 or more ISECNS in each grade level.

Begin by reading the following to the student participants *"Hi my name is _____ . I am working with Diane Wittmer Thompson, a graduate student at the University of Florida, on some research she is doing to learn about the counseling needs of 3rd, 4th, and 5th grade students. She would like for you to answer the questions on this survey. Your answers will be used to plan programs for other 3rd, 4th, and 5th grade students. It will take about 20 minutes to answer the questions. You do not have to answer any questions that you do not wish to answer. The answers you give will be kept confidential and you will not be asked to write your name on the survey. Completing this survey will not affect your grades in any class and you will be allowed to make up any missed school work. If you agree to answer the questions on the survey, please raise your hand. Thank-you."*

Next, read the "Student Letter," "Information Form," and "Instructions for taking the IESCNS" (as given on the first page of the IESCNS) **aloud** to the students. Please assist students with circling the appropriate demographic data on the information form as needed.

Expand on the instruction as needed to assist the students in understanding the meaning of the response choices (i.e., "Strongly Agree" is equal to a definite YES. "Agree" means yes, "Disagree" means no, and "Strongly Disagree" is equal to a definite NO).

- Ask for and answer any student questions on how to take the survey. Do not discuss individual items or concerns with participating students prior to their completion of the survey.
- Ask students to begin reading the statements silently and marking response choices. Suggest they raise their hand if they need a particular item read aloud to them.
- Quietly read aloud items to students only upon their request. If requested, read the items verbatim, avoid interpretation of the item, and maintain a controlled, neutral voice quality and tone.
- When students are finished, collect the surveys and complete out the "IESCNS Administrator Cover Form."
- Return the "IESCNS Administrator Cover Form" and the completed IESCNS instruments in the enclosed self-addressed, stamped envelope.

IESCNS Administrator Cover Form
(return with the completed IESCNS instruments)

IESCNS Administrator Name _____

E-mail Address (if applicable) _____

School Name/Address _____

School Phone Number _____

What particular problems in administration and/or subjects difficulties did you find while administering the IESCNS? _____

Would you like a copy of the completed IESCNS instrument following the completion of the dissertation?

Yes

No

What other comments do you have regarding the IESCNS instrument? _____

APPENDIX I INFORMED CONSENT

Dear Parent/Guardian,

My name is Diane W. Thompson; as a Counselor Education doctoral student at the University of Florida, I am requesting permission for your child to participate in a research study. I am conducting a research survey with 3rd, 4th, and 5th graders on their academic, career, and personal/social needs. The survey is called the "Intermediate Elementary School Counseling Needs Survey." The topics covered in the survey will include academic, career, and personal/social issues such as knowledge regarding appropriate and inappropriate touching and the concerns surrounding drug use. The information in this survey is being collected to assist in planning school counseling programs and services to meet the needs of 3rd, 4th and 5th graders.

If you should decide to allow your child to participate in this study, please be advised of the following:

- Your child will be considered a participant in the research study and asked to complete the survey questionnaire at school during regular school hours. Your child will be allowed to make up any missed work.
- It will take approximately 20 minutes for your child to complete the survey.
- Participation in the research study is voluntary. Your child does not have to answer any questions that he or she does not wish to answer. Your child may stop participation at any time during the study and you have the right to withdraw permission for your child's participation in the study without any negative consequence.
- Your child will not be asked to give his or her name or any information that could identify who he or she is.
- Any published results of the research study will refer to group averages only. Your child's name will not be included in the study.
- The survey completed by your child will be kept in a locked cabinet and your child's school counselor, my supervisor, and myself are the only persons who will have access to the survey. After the research is completed, your child's survey will be shredded.
- Compensation for participation in this study will not be awarded, no direct benefits are expected, and there are no potential risks to your child.

Please contact your child's school counselor, _____, if you have any questions. I am also available to answer any questions you may have regarding the research study. My telephone number and that of my supervisor are provided below. Questions or concerns about the research participant's rights can be directed to the UFIRB Office, PO Box 112250, University of Florida, Gainesville, FL 32611-2250; phone (352) 392-0433.

If you are satisfied with information provided and are willing to have your child participate in this research study, please sign the Parent/Guardian Consent below and return it to your child's school counselor.

Sincerely,

- Diane W. Thompson, Ed.S.
Researcher, Telephone (352) 475-2060
- Larry Loesch, Ph.D. (supervisor)

Professor, University of Florida, Telephone (352) 392-0731

I have read the procedure described above. I voluntarily agree to allow my child, _____, to participate in Diane W. Thompson's (Ed.S) study, and I have received a copy of this description.

Parent/Guardian Signature

Date

2nd Parent/ Witness

Date

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BIOGRAPHICAL SKETCH

Diane Wittmer Thompson was born in 1960, in Fort Wayne, Indiana. She moved to Gainesville, Florida, in 1968 and completed her secondary education in 1979. She attended the University of Florida, and graduated with high honors for a B.A. degree in secondary education, in 1983, with a major in history.

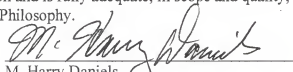
Diane taught middle school for five years while earning a master's degree in school counseling at the University of Florida. Upon completion of her M.Ed. in 1988, she took a position as an elementary school counselor. While working as a school counselor, she returned to the University of Florida as a student in 1992. She earned a Specialist in Education degree in school counseling in 1995 and was also then admitted to the doctoral program in counselor education.

While in the doctoral program at the University of Florida, Diane was awarded the Robert O. Stripling Scholarship in Counselor Education Award, the Paul Fitzgerald Award, the Southern Association of Counselor Education & Supervision (SACES) Dissertation Research Award, and the Delta Theta Tau School Guidance and Counseling Scholarship. Presently, she is working as a school counselor. She intends to work as a counselor educator in a university setting in the near future.

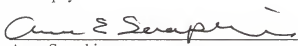
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Larry C. Loesch, Chair
Professor of Counselor Education

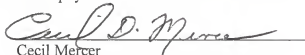
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


M. Harry Daniels
Professor of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Anne Seraphine
Assistant Professor of Educational
Psychology

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Cecil Mercer
Distinguished Professor of Special
Education

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August, 2001


Dean, College of Education

Dean, Graduate School



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